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ABSTRACT

This directory profiles 16 exemplary programs serving American Indian students in elementary and secondary schools, colleges, and community adult education programs. An introduction discusses what "exemplary" means, the history of Indian education, the lack of Indian programs in the National Diffusion Network's (NDN) directory of exemplary programs, characteristics of exemplary programs, and other exemplary programs in the United States. Each program entry contains: contact information, program focus, population served, personnel, sources of support, indicators used to measure program success, changes in baseline indicators over time, evaluation methods, technology use, details of program features contributing to success, comments on program replication, outreach efforts, parent involvement, student selection, and recognition or awards received. The projects and their sites or sponsors are: (1) Dropout Prevention Program (Cass Lake Local Indian Education Committee, Minnesota); (2) Indian Homework Centers (Davis County Indian Parent Association, Utah); (3) Denver Adult Education Program (Native American MultiEducational School, Colorado); (4) Ganado Primary School (Arizona); (5) Cool School Project (Ganado Intermediate School, Arizona); (6) MESBEC (math, engineering, science, business, education, computers) Scholarship Program (Native American Scholarship Fund, New Mexico); (7) Mississippi Choctaw Adult Education Program (Mississippi Choctaw Tribe); (8) Total Quality Management Program (Mount Edgecumbe High School, Alaska); (9) National Honors Program (National American Indian Honor Society, Arizona); (10) Tradition and Technology (Peach Springs School District, Arizona); (11) Individual Student Learning Program (Rock Ledge School District, Wisconsin); (12) Salmon River Central School Indian Education Project (New York); (13) Tohatchi High School Career Center (New Mexico); (14) Student Support Services Project (University of Alaska-Fairbanks); (15) Focus on Excellence Program (Wellpinit School District, Washington); and (16) Native American Student Services (University of Wisconsin-Madison). Appendices include contact information for agencies selecting exemplary programs, criteria for exemplary status in this directory, and criteria for NDN exemplary status. (SV)

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EXEMPLARY PROGRAMS IN INDIAN EDUCATION

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SECOND EDITION
1996

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I. A Short History of Exemplary Programs

What "Exemplary" Means

This directory is about outstanding, well-above-the-norm, superb, magnificent programs in schools which have Indian students as their intended target audience. It is about the high success rate which is just starting to emerge in Indian Country's schools.

The word "exemplary" means basically a thing which is an example for others. It is not one of a kind, not unique, but a model which sets the standards for others. That we now have at least 19 such programs is quite an accomplishment for Indian people. Just ten years ago, we had almost no exemplary programs.

Some of the other words used with exemplary programs are outstanding, stellar, superlative, pre-eminent, and magnificent. These words describe programs which do not even entertain thoughts of mediocrity. Their heads are in the clouds, their minds are constantly on excellence, and their expectations are extremely high.

These programs, by definition, are in the top five percent of education programs in their outcomes. In most cases, they are in the top one percent. In the U. S. Department of Education, the National Diffusion Network, for example, lists only 222 Exemplary education projects in the entire U. S.[1] Thus the ones listed here may mean Indians are over-represented in the number of Exemplary programs which exist now in Indian Country.

The Exemplary program, almost by definition, achieves its status by the outcomes it achieves with its students. It is not programs, practices, plans, and professional development. Any one of these elements may be present in a program, in an exemplary way, and the program may not be exemplary. It is only in the work, academic performance, and outcomes for students that Exemplary status is achieved.

Students in Exemplary programs have different behaviors from other students. They are eager to attend school. They have high rates of attendance, often over 95% for the year. They are eager to learn. They study every day. They take homework home every day; if they have no homework, they read books at home. They read dozens of books outside the curriculum, in addition to the books assigned to them to read, every year. It is not unusual to find an Exemplary student reading three to four books per week, year-round.

Exemplary programs are generally focused on one area, and on that area alone. Four of the ones in this directory are schools which have a comprehensive set of goals and objectives. However, in those four cases, the schools set out to do one thing well at first. After that was done well, the school then added another component in another area, then another, and so on.

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[1] Moore, Raven. "Education Programs That Work." Longmont, Co.: Sopris West, 1996.

Most of the programs described are now so new that total, comprehensive reform is still a few years ahead. Only two of them started its new direction with total reform as its goal.

Most Exemplary programs come from the bottom, apparently, and not from the top. That is, school boards and superintendents can mandate change, can come up with magnificent plans, and can find funds for the programs. This scenario has been followed hundreds of times, in Indian Country and elsewhere. But it seldom works in reality.

In contrast, programs which are started from the bottom, by parents, teachers, students, and counselors, can work and work well. This is not to say that the principals and superintendents should not support such programs. They should support them, very strongly. Too often, the person who develops an Exemplary program and nurtures it through to full growth and maturity is fired for his or her excellent work. Thus the system kills its most promising children. Change is dangerous, to the trustees of the system. It does not seem to matter to them if outstanding or poor things are happening in the systems they inherit. School board members and school administrators almost always look upon themselves as the trustees of the schools and all their programs. They often insist that everyone in the system follow their rules.

Thus often Exemplary programs are a threat because they do not follow the rules. The rules in Indian Country are that Indian students are not to be challenged by school work very much, their parents are to be excluded from the process, homework is to be given lightly if at all, and students will be educated for blue-collar work.

We certainly hope that being featured in this Directory is not the kiss of death to any of the projects and schools we feature. Instead, we hope that more and more teachers, counselors, and principals will try to surpass what these ones have done and go even further in achieving exemplary outcomes.

A Brief History of Indian Education

Educating Indians was a rationale for the English, Dutch, Spanish, French, and other European settlers to leave Europe and settle in the New World. The Christian Europeans thought it highly important to bring education to the so-called "heathens" of the New World, in addition to finding gold, pearls, and other things which were to make them rich.

Providing formal education to the American Indian was cited in the charters of the Virginia Colony and the Massachusetts Bay Colony in the early 1600's as justification for settling in the New World. The idea of "civilizing the savage" was used as the justification of establishing colonies at Plymouth Rock and at Jamestown.

In both cases, the early settlers, soon after they had learned how to live in the New World, started efforts to provide education to Indians. The charters of Dartmouth College, of the College of William and Mary in Virginia, and of a few other early colleges, spelled out their role in educating Indians, among other things. Within less than a decade of the founding of the

Virginia Colony, Samson Occam, a native Virginia Indian, had been taken on a fund raising trip to England with his missionary sponsor. The Red Man talking to English people in their own language impressed and amazed them. Money for education was raised on the trip, and a school for Indians was started inland in Virginia, near the present site of Henrico, near Richmond.

A mission school for Indians had been established even earlier, in 1564, by the Spanish in Florida. The schools established for Indians by both the English and the Spanish were operated mainly by missionaries until after the Civil War. Almost no tax money was raised to pay for them. The funds were raised through contributions and subscriptions. Thus, while there was a great deal of interest in educating Indians from the very earliest history of the European settlement of the U. S., relatively little was done to implement the programs of education.

Mission schools for Indians in the 1600's, the 1700's, and the 1800's were small. Probably no more than 10,000 Indian children at any one time, out of a total Indian population of close to 10 million, attended these missionary schools. Missionary teachers often complained to their superiors about the difficulty of keeping Indian students at the schools. Either they escaped the schools and ran away back to their homes, or they died. Colds, influenza, pneumonia, and other respiratory diseases killed millions of Indians. Fighting to preserve their lands killed millions more.

When the Indian wars were over, soon after the end of the Civil War, the federal government began its first full-fledged efforts to educate Indians. The leading denominations engaged in Indian work met in Philadelphia in 1867, and developed what came to be called "Grant's Peace Policy." President Grant adopted the policy wholeheartedly. It called for the confinement of Indians to reservations in the West, for their conversion to Christianity, and for their formal education. The alternatives then seemed to be total extermination, or genocide.

Funding Grant's Peace Policy and its education component did not come about immediately, however. It took a strong leader, an Army captain named Richard Pratt, to convince the War Department and the Congress to take Indian education seriously. He was selected to be in charge of a delegation of Apache leaders who were captured in Arizona and imprisoned in Florida in 1876-77. While he had them in prison, Pratt began to teach them to read and write in English. They made such remarkable progress that the next year he was able to persuade his superiors and the Congress to let him transfer them to an abandoned Army base at Carlisle Barracks, Pennsylvania. The year after that, he "recruited" heavily on the Plains. The chiefs and headmen on reservations were told that their children had to go away to school. Then, when the children had been taken away, their parents were told to obey the orders of the Army officers and Indian agents who were there to guard them--if they wanted to see their children alive again.

Most of the BIA schools which were established after Carlisle was operational were modelled after Carlisle. They were abandoned Army barracks (Fort Wingate, Fort Chilocco, Fort Carson). They adopted uniforms for students, and a quasi-military environment. Children were brought to the schools and boarded there, away from the supposed debilitating effects of their parents on the reservations. They marched to classes. They sat in rows in the classrooms.

They were often made to work in the fields and shops to produce the things they ate and wore. They were forbidden to speak their languages. This system was often called bad names, one of the mildest of which was "captive education." Indian leaders and elders bitterly opposed it for decades. It attempted to suppress the freedom the students living in a tribal environment had learned.

By the 1930's, the Bureau of Indian Affairs (BIA), which operates Indian education and most other Indian programs, had expanded its schools to include over 200 institutions. All along, though, mission schools for Indians had existed, and still exist today. In 1892, the Commissioner of Indian Affairs began a system of paying local public schools to educate Indian students which the BIA schools did not have room to house. By 1938, half the Indian students in the U. S. were in public schools.

Today, public schools educate 82% of Indian students, and 12% are in BIA schools. Another 3% are in mission schools, and 3% are in contract schools. (Contract schools are BIA schools now operated by tribes under contract with the BIA.)

BIA schools started as "pre-vocational" schools, and remain so today. Few if any of them, or the public schools on reservations, operate true pre-college programs. The result is that even the highest-achieving Indian students, leaving high schools with GPA's of 3.5 or 4.0, do not have the four years of math, English, science, and foreign language they need for success in college. Consequently, about 80% of them drop out of college before they are graduated. Few are fully prepared to be successful in the study of math, science, engineering, and computer science which are so badly needed in Indian Country.

The Lack of Exemplary Indian Programs

The public schools which now educate four out of five Indian students are modelled after the BIA's post-Civil War military-style boarding schools for Indians. New teachers either fit into the culture of the schools, and accept the customs and rules, or they resign and leave.[2]

Teachers do not realize, of course, that they are adopting the culture and the customs of their predecessors going back six generations. But one could make a case that they are. Some of the attributes of the public schools on or near reservations which have been inherited from the Civil War era are:

- An emphasis on vocational/technical education for Indian students;
- Discouraging parents of students from being involved with the schools;
- Low expectations of students, as evidenced by:

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[2] Chavers, Dean. "Social Structure and the Diffusion of Innovations." Doctoral dissertation, Stanford University, 1976.

-- Not giving students much homework;
-- Not requiring students to read books outside the required ones;
-- Not challenging students to do their very best;
-- Accepting low attendance rates for students.

- Forbidding the speaking of Native languages in the classroom;
- Lecturing to students as the only method of teaching;
- Not preparing students for college;
- Accepting mediocrity from teachers and students;
- Not communicating with the parents of students;
- Accepting curriculum which is watered down, weak, and out of date.

In the history of the National Diffusion Network (NDN), there have been only two Indian programs featured. In the late 1970's, a Cherokee Right to Read project and a Cheyenne-Arapaho Right to Read projects were featured in the annual directory of NDN Exemplary Projects.[3] The following year, both programs were not included in the directory, and no Indian programs have been in the directory since until this year.

One of the programs in this Directory is included in the present NDN Catalogue -- Davis County. We hope more of them will apply and be accepted into the NDN program.

There are now some 1,550 school facilities in Indian Country, and 840 of them are high schools. NASF has a goal of seeing at least 50 Exemplary Projects in Indian Education (EPIE) by the year 2000. Within ten years, we would like to see as many as 100 such projects.

There are so many areas of improvement needed that anyone with the vision and the determination can develop an Exemplary project within three to five years.

What is Necessary to Be an Exemplary Program

Our review of Exemplary programs reveals that several things are included in the Exemplary package. Among the elements are:

1. Acknowledgement of the problem. Without knowing or wanting to know what problems exist, it is almost impossible to deal with them. When this author noted in a letter five years ago that one largely-Indian district had a 65% dropout rate for Indians, the

[3] Moore, op. cit.

Superintendent disagreed vehemently, saying, in effect, that it was none of his business. When the State of South Dakota acknowledged in 1992 that it had a 74% dropout rate for Indian students, Indian educators all over the state howled and disagreed; they stated publicly that the actual rate was not nearly this high.

Pretending the problem does not exist will not make it go away. Whether it is lack of ability in English, or high dropout rates, or low attendance rates, or poor math scores, or poor reading ability, or the failure of Indian students to read regularly outside the classroom, it does no one any good to pretend that a problem does not exist.

In most of the projects featured in this Directory, an explicit, open acknowledgement of the problem was made early along.

2. Set priorities for problems. Not all problems have the same importance. If students are not attending school regularly, it will do little good to initiate a college-prep program or a science program. Certainly an advanced math program will fail. In other words, first things have to come first. Paying attention to the basics--high attendance, high graduation rate, high levels of time on task, basic ability in reading, parent commitment--are sometimes necessary to address before a college-prep track can be implemented, for instance.

   This is not to say that multiple projects should not be implemented in a school. Our experience is that meaningful change and upgrading of a school only occurs when a multitude of projects are implemented over time. Having one project which is exemplary operating in isolation in a school in which no other changes are taking place is asking for defeat. But sequencing is important. We know of some projects which were on their way to being exemplary, but which died for lack of support because they did not have the things which should have come in advance.

3. Vision. This ability is one which lets the project leader see what the final outcomes are going to be for the affected students. It is absolutely essential. Without vision and leadership, it is unlikely that an exemplary program will develop anywhere.

   Much has been written and talked about in visionary terms. But no one has yet, it seems, been able to capture it on paper. We think of it simply as the ability to "see" in one's mind what the final outcomes will be for students, and then to develop ways for them to reach the outcomes.

4. Planning. What vision is to the qualitative aspects of life, planning is to the quantitative aspects. Both need to be present in developing exemplary outcomes.

   Planning requires one to bridge the gap from where students are now (the status quo) to where students could be (the vision). It is mechanical, simple, and can be understood by a wide variety of people. It also forces the planners to make choices. There are

always fewer dollars available than the ideal plan would call for, so all the techniques which could be used in a particular project can never all be included. Only the ones which work the best should be used.

The essential question in all planning is "How can we get from where we are now to where we want to be?" Answering this question properly will separate exemplary projects from the rest.

5. Commitment. Once goals are set in the planning phase, resources are allocated, and the plan of action is adopted, it is commitment which is essential. In one Exemplary project the coordinator has been known regularly to be out of bed by 4:00 a. m., and knocking on the door of a student by 6:00 a. m., having driven 60 miles to get to the house in the meantime. The reason might be making sure the student gets his application in to take the ACT, or to apply for a scholarship, or to apply for a particular college by the deadline. This is real commitment.

   Commitment means that parents, teachers, counselors, and principals will do whatever it takes to achieve the goals they have set out for students. If it takes ten hours a day sometimes, or even 15, they will get the job done.

   Ideally, every person and every sector will make the commitment. But if the commitment is not there from everyone, exemplary results can still take place. In extreme cases, rare ones, commitment is from only one person. Unfortunately, in these cases, when the person moves on, the project dies. This happened to two of our original projects which were profiled in EPIE 1993, the first edition of this book.

6. Restructuring and retraining. In at least four of the projects in this Directory, extensive and sometimes intensive restructuring and retraining was necessary. This can be done all at once, as Mount Edgecumbe is doing, or it can be sequential, chronological, and developmental, as Monument Valley is doing.

   The mold from post-Civil War days has a powerful grip on people. It can take from two to five years just to upgrade the curriculum in one department, for instance. If five departments in a high school are to be upgraded, sequentially, it could take years.

   However, to make long-term meaningful changes, this has to take place. The attitudes or people involved have to be changed, sometimes very radically. The Board of Education and the Superintendent and Principals of necessity have to be involved in this process. If an outside agency is to be involved, the commitment by the school should be long term.

7. Goal setting. It is very important to have goals, and to have them expressed in student outcome terms. Often educators write goals for themselves, not for students. They plan to deliver x number of hours of lectures, or y number of hours of tutoring, or z number

of hours of counseling.

What we advocate instead is that all goals be expressed in student outcome terms. The dropout rate will be reduced from x amount to y amount. The reading scores for eighth graders will improve from the x percentile to the y percentile. And so on.

It should be kept in mind that meaningful change will not occur the first year, probably. It will take from three to five years to see a dropout rate of 60% drop to 40%, and another few years to reduce it all the way to 20% (the national rate). Too often, perhaps, planners set goals which are unreachable in a year, such as reducing the dropout rate from 60% to 10% in one year. When the goals are not reached, they abandon the project. This is highly unfortunate.

Also, goals should be very specific, sharp, and focused on one thing. A popular goal in Indian education is something like having 80% of parents "involved" some way during the year. While this seems like a goal, it is not. Having parents visit the school, or come to a pot luck, or visit the classroom, may accomplish something, or it may not. The level of expectation is entirely too low, and it is unfocused. If the parents, instead, or a certain percentage of them, were going to spend one hour a day to help their children with homework, or have young children read to them, or to make sure their children were reading x number of books per month, the goal would be much more focused, achievable, and meaningful.

8. Experimentation, testing, and evaluation. All the various things a group of teachers and parents develop to solve a particular problem may not be of value. If hardly anyone is doing a planned activity, for instance, it would be better to drop it and put something else in its place. No one knows all the answers to achieving a quality education. But all of us know a few of them.

   If the few things that each of us knows are pooled, and only the best practices are kept, student learning will inevitably improve. Since we don't know in advance what will work, and what will not, we should test each and every element or practice each year. In other words, we need to experiment for awhile.

   Evaluation, in a formal sense, if done well, will help to determine which elements work and which do not. A well-trained expert evaluator can be invaluable to a project, if the evaluator is used properly. This means at a minimum that the evaluator is hired during the first month of the project, and performs both a formative and a summative evaluation of the project each year.

9. Outreach. Outreach to parents is usually essential to the success of a project. Without it, the project fails. Outreach to parents is highly important because of the record of over 100 years of schools deliberately excluding Indian parents from the educational process. In the early days, the late 1800's, Indian parents were absolutely forbidden to

visit their children at school. Unfortunately, strong traces of this heritage are to be found today at almost all schools in Indian Country.

Since teachers and administrators have all the power in the schools, the parents cannot be depended on to break down the doors to interact with school teachers. Many of the parents are uncomfortable being in the schools. They feel inadequate to deal with the highly-educated teachers, when their education may consist of only three to eight years of school. They are unfamiliar with the whole school curriculum, goals, programs, and practices, after the eighth grade level. They are simply intimidated by the schools, in the great majority of cases.

Also, they do not know the rules, and therefore cannot enforce them. If they knew, for instance, that each teacher was going to give at least some homework each day to every student, the parents could at least check to see that their children's homework was done each day before bedtime.

Outreach to other institutions in the community needs to be built in as well. Churches, social workers, police, courts, and volunteer organizations exist in every community in the nation. The private business sector is also present in some way. And all of them can and should impact on the education of Indian children. The schools have to make the first attempt at outreach to them, however. Few of them will try to beat down the doors to school, either.

10. Expertise. The projects in this Directory are one source of expertise. The 222 projects listed in the Moore Catalogue are another source. Many of the NDN Exemplary projects have never made contact with an Indian school before, and would like to. Over 20 of them have attended the conference of the National Coalition for Indian Education since 1992; they were all invited to come

    College professors are another source of expertise. Indian education consultants are another source. NASF itself has consulted with dozens of schools and colleges in the past ten years. NASF also conducts training seminars each year, some of them on Indian education topics.

    We highly recommend using experts in the planning and evaluation processes. It may be advisable to use them in other roles, such as for staff training, curriculum development, and parent training.

Exemplary Programs in the U. S.

The NDN Exemplary program is only one of several such programs in the U. S. The Office of Bilingual Education and Minority Language Affairs (OBEMLA) in the Department of Education also operates an Exemplary program. The Bureau of Indian Affairs (BIA) has a similar program, as do some of the educational associations.

A partial list of the names and addresses of Exemplary program operators is shown in Addendum 1. Contact them for more information. Some of them also provide technical assistance, such as helping projects apply for and receive NDN Exemplary status. This status, once achieved, lets projects apply for and receive up to $60,000 in travel and training funds per year.

The NDN program is generally regarded as the creme de la creme of the programs. Achieving Exemplary status in it is like being awarded the Oscar in the movie industry. There are two stages to the process. In the first stage, a project applies to the Program Effectiveness Panel (PEP). The process here is exacting and exhaustive. The application itself is many pages long. But when a project is ready, and has documented its past successes, the process should be fairly easy. Where many potential applicants experience frustration is that they have not yet taken enough time to define precisely what it is they do, and how they go about it.

In the second stage, after PEP has approved the project as Exemplary, the project is then free to apply to NDN for the travel and training funds.

The following chart summarizes all the EPIE's in this directory. ("Soft money" refers to grant funds.)

Characteristics of Exemplary Programs

NAME OF PROGRAM	CONTENT	FUNDING	LEVEL OF SCHOOL	ORGANIZATION TYPE	DATE STARTED	AGE
Cass Lake, MN	Retention	Soft	High School	Public	1982	14
Davis County, UT	Academics	Soft	High School	Public	1984	12
Denver, CO	Adult Ed.	Soft	Adult Ed.	Nonprofit	1987	9
Ganado, AZ	Reading	Hard	Primary	Public	1980	16
Ganado, AZ	Reading	Hard	Intermediate	Public	1992	4
MESBEC, NM	Retention	Hard	High School	Nonprofit	1986	10
Mississippi Choctaw, MS	Adult Ed.	Soft	Adult Ed.	Public	1972	24
Mt. Edgecumbe, AK	Academics	Hard	High School	Public	1985	11
NAIHS, AZ	Academics	Soft	All	Nonprofit	1981	15
Peach Springs, AZ	Language	Soft	Elementary	Public	1975	21
Rock Ledge, WI	Academics	Soft	Rock Ledge	Public	1990	6
Salmon River, NY	Retention	Soft	Elem., High School	Public	1972	24
Tohatchi, NM	College Prep	Soft	High School	Public	1985	11
Univ. of Alaska	Math	Hard	College	Public	1988	9
Wellpinit, WA	Academics	Hard	Elem., High School	Public	1989	7
Univ. of WI, Madison	Retention	Hard	College	Public	1991	5

CASS LAKE DROPOUT PREVENTION PROGRAM

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Ms. LuAnn Frazer
Title of Contact	Director
Address of Contact	Cass Lake Local Indian Education Committee (LIEC) Route 3, Box 4
City/State/Zip	Cass Lake, MN 56633
Telephone	(218) 335-2213

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

    1. Dropout Prevention Program
    2. Ojibwe Language and Culture Program

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

    Indian students in the Cass Lake-Bena School District, which total some 580 students. Most of the students are Ojibwe students from the local Leech Lake Indian Reservation. The reservation is 20 miles east of Bemidji, MN. We have the same problems most Indian reservations have. Unemployment is 63%. Many children come from broken homes, and social problems abound.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

    LuAnn Frazer, Director

regionally, statewide, or nationally.

1987 Excellence in Educational Equity Award, MN Department of Education.

1990 Showcase Project, U. S. Department of Education, Title V.

1990 Recognition of Excellence Award, Bureau of Indian Affairs, LIEC Parent Committee.

1992 Excellence in Education Award, Native American Scholarship Fund.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels. etc.**

Same as #3.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

Title V, Indian Education Program, U. S. Department of Education. P. L. 81-874, Impact Aid. Blandin Foundation, Attendance Monitoring Program. Johnson-O'Malley Program, Bureau of Indian Affairs. The LIEC serves as the Advisory Board for all these programs.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

1. Dropout rate for Indian students from ninth grade through twelfth grade.

2. Pre-test and post-test scores on the Ojibwe Language and Culture program.

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

1. DROPOUTS: Our Indian dropout rate in 1983 was 60%.

2. OJIBWE CULTURE: Indian students before we started knew little of their language and culture.

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

1. DROPOUTS: See Appendix 1; our dropout rate has decreased to only 23.5% for 1991.

2. OJIBWE CULTURE: The following are the mean pre-test and post-test scores for 1990-91 Indian Studies classes.

CLASS	PRE-TEST	POST-TEST	CHANGE	N
Ojibwe History	19.0%	85.6%	66.6%	18
Eastern Trbs of N. A.	15.1	82.7	67.6	17
Tribal Government	17.7	83.2	65.5	13
Ojibwe Literature	18.0	85.2	67.2	9
Western Trbs of N. A.	17.9	83.9	66.0	13
Native Amer. History	17.9	87.5	69.6	10
	17.6	84.7	67.1	80

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)**

1. DROPOUTS: The calculation of dropout rate is accomplished by tracking the originally-enrolled ninth grade class through a multi-year tracking system. For example, of an original class of 63 students, 31 were Indian students. Of those students, five dropped out of school either here in Cass Lake, or at the school they transferred to. This yields a dropout rate of 16.1%. Using this method of tracking, the confounding effect of student transfers on the dropout rate is nullified.

2. OJIBWE CULTURE: All students participating in a given class are pre-tested at the beginning of each quarter, and post-tested at the end of each quarter, to measure the effectiveness of the teaching methods and curriculum retention.

Longitudinal data such as that quoted in this report, in addition to staff daily contact logs, GPA's, Stanford and Iowa test scores, and attendance monitoring statistics, allow us to perform correlation analyses and other statistical tests to aid in monitoring and

strengthening our methods.

12. **Please describe any technology which was used with the project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

Not applicable.

13. **Please describe the methods, in detail, used to bring about the results.**

The Cass Lake-Bena Indian Education Program has been in operation since 1982, providing for the needs of Indian students attending district schools. The present school enrollment of 870 total students is made up of 67% Indians and 33% non-Indians. The supplementary services and program that are provided for Indian students through the Indian Education Department include:

- One-to-one and group counseling
- Tutorial Assistance
- Parental cost assistance
- Medical and dental transportation
- Indian Club
- Quarterly Newsletter
- Referral services
- Home-School liaison services
- Recognition and incentive activities
- Ojibwe culture activities
- Chemical dependency resource library
- Student mentor program
- Post-secondary preparation services
- Ojibwe language and culture instruction
- Native American and Ojibwe culture and history instruction
- Technical assistance for teachers and administration
- Drug prevention and awareness curriculum
- Attendance monitoring program
- Drum group

The development of an understanding of Ojibwe culture in non-Indian students translates into better relationships between Indian and non-Indian students. Our Drum Group has also been very active and visible, acting as an ambassador for Indian culture in the community.

The most important point we wish to make, however, is that no one component functions by itself in a microcosm. Rather, it is a

cooperative effort involving all program staff, made possible by the administration of a comprehensive INDIAN EDUCATION PROGRAM. This insures that services are not duplicated, and that the greatest benefit is realized with financial efficiency. The program annually conducts a needs assessment to ascertain the relevant needs to be addressed.

14. **Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?**

This program is applicable to any Indian school district. It takes some time to develop curriculum materials, and it takes time to build the parent support which is necessary. But it can be done. Goals and objectives have to be set carefully, and monitored rigorously, to make changes occur.

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

We have not sought to do outreach yet. We have concentrated on doing all we could to improve our students's education.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

Parents serve on the LIEC; it has 14 members. They are involved in setting policy, overseeing the annual needs assessment, setting goals and objectives, planning, and evaluation. This is a very strong group, with a core of people committed to our children's education. In addition, parent outreach is built into many of our components, including parental cost assistance, transportation, newsletter, referral services, home-school liaison services, recognition and incentive activities, and attendance monitoring.

17. **Please describe how students were selected for the program. List criteria used in selection.**

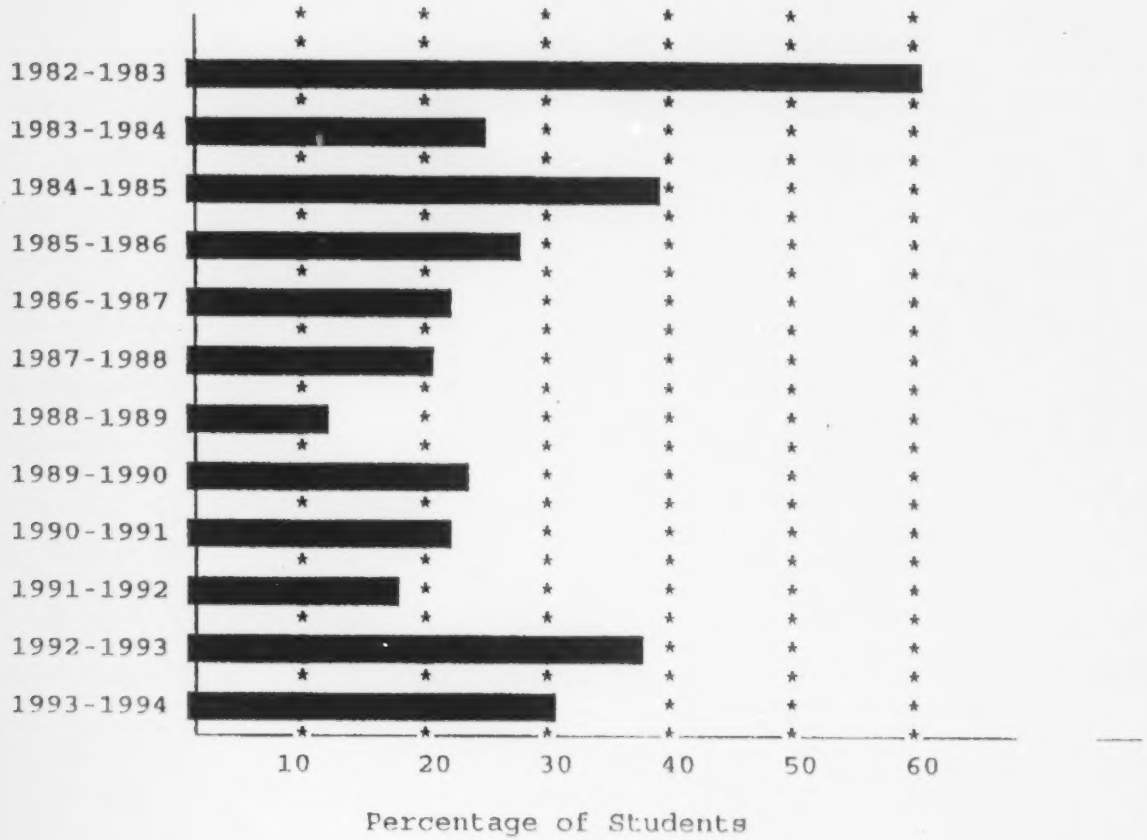
We serve all Indian students with several programs. The needs of the student determine which program will serve a student.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies**

of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.

Not applicable.

Dropout Rate



*Note: *The calculation of the dropout rate is accomplished by tracking the originally enrolled 9th-grade class. For example, in a class of 63, if 32 were Indian students, these 32 students would be tracked either in this district or another district. If five students dropped out of school, the dropout rate would be 16.1%. Using this method nullifies the confounding effects of student transfers.*

Cass Lake Schools, Cass Lake, MN

BEST COPY AVAILABLE

DAVIS COUNTY INDIAN HOMEWORK CENTERS PROJECT

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Mr. Bruce G. Parry
Title of Contact	Executive Director Davis County Indian Parent Association
Address of Contact	2175 S. 1000 West
City/State/Zip	Syracuse, UT 84075
Telephone	(801)825-6512, fax: (801)825-6512

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

The mission of the Davis County Indian Parent Association, a nonprofit organization created in 1984, is to provide academic tutoring to Native American students who are evidencing low achievement in their schooling. The tutoring is done in the afternoons and evenings so as to supplement, rather than conflict with, the educational program being provided to the students during regular school hours. The specific focus of this tutoring is to improve the reading and mathematics achievement of the Native American students receiving those tutoring services.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

The population being reached by the project includes those Native American students, enrolled in grades K-12, residing in the 630 square mile geographic area served by the Davis County School District in North Central Utah some 20 miles north of Salt Lake City. This population includes students from Native American families and also Native American students residing with foster families within Davis County. The socioeconomic levels of the service area range from low income level census tracts (D & E

tracts) through upper middle class (B tracts), with an overall poverty level for the county of just under 15%. This suburban, non-reservation area includes students of various tribal heritages, with the majority (44.9%) being of Navajo descent. The other most heavily represented of the 21 tribal heritages within the county include Utes, Shoshones, and Apaches. Academic performance levels of the individual Native American student vary from quite low to very high, and average about one year lower than their non-Indian peers by the end of 5th grade and 2 years lower by the end of grade 11.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

The key personnel who have worked on the project, from its inception to the present time, are the Executive Director, Mr. Bruce G. Parry, and the Tutoring Manager, Ms. Susan G. Ross. Their abbreviated resumes may be found in the appendix of this application.

Mr. Parry has been an active proponent of Indian education for many years and was formerly employed as Director of Indian Affairs for the State of Utah. Mr. Parry has thirteen years of secondary teaching experience. He has obtained a Bachelor's degree in Education and a Master's degree in Management, both awarded by the University of Utah. Mr. Parry has experience as a school board member and has also served as a member of the Utah State Indian Advisory Committee. In addition to the tutoring model being used in the Indian Homework Centers project, Mr. Parry is also very knowledgeable regarding instructional activities and teaching techniques which are effective with Indian students.

Ms. Ross holds a Bachelor's degree in Education from Weber State University and a Master's degree in Communication from Brigham Young University. She also holds a Utah Administrative/Supervisory Certificate and a current Utah Teaching Certificate. She has 30 years of experience in education as a teacher, curriculum specialist, and administrator. She has directed the National Exemplary project, Programmed Tutorial Reading on the National Diffusion Network and is skilled in the dissemination of educational programs. She is now the

Administrator for Indian Education, Title I and Special Grants in the Davis County School District in addition to serving as Tutoring Manager for the Davis Homework Centers project.

In addition to Mr. Parry and Ms. Ross, Mr. Wil Numkena, current State of Utah Director of Indian Affairs, has had an important role in developing and implementing the tutor training component of the project including serving as a training consultant for a period of seven years. Mr. Numkena holds a Master's degree in Education from Pennsylvania State University. He previously served as an administrator for the Utah State Office of Education for some 14 years. He is currently the Director of the Utah State Division of Indian Affairs and has served in this position since late 1991. Prior to that time, he was the Director of Indian Education and Bilingual Education Programs for the State of Utah from 1977 through 1991.

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

The Indian Homework Centers project has been the recipient of two distinguished awards for its successful work on behalf of Native American students. The project was among the first to be named as an "Indian Education Showcase Project" and was awarded this honor at the National Indian Education Association (NIEA) Conference in Oklahoma City in the Fall of 1988. This honor was bestowed "in recognition of significant contributions to the progress of Indian education in the United States of America" by then-secretary of Education Lauro F. Cavezos. A copy of the Certificate of Recognition may be found in the appendix of this application.

The Indian Homework Centers project was also reviewed by the U.S. Department of Education's Program Effectiveness Panel in the Spring of 1994, and was awarded a Certificate of Validation as a National Exemplary Educational Program. Soon after receiving this honor, the project was placed in the National Diffusion Network (NDN) and listed in the 1996 edition of Educational Programs That Work catalog, the official NDN guide to exemplary projects. The Indian Homework Centers project is only the third Native American program ever to receive this honor in the 24-year history of the National Diffusion Network. Copies of the Certificate of Validation and the EPTW catalog listing are included in the appendix of this application.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels. etc.**

Native American children should meet the following criteria to enter the Indian Homework Centers project:

(1) A student may be referred for tutoring by:
-- Parents, foster parents or guardian;
-- Himself/Herself; or
-- The Davis County School District.
(2) Parent (or legal guardians) must give oral or written permission for their child's participation.
(3) A student must verbally agree to participate in the project.
(4) The tutoring manager will determine the assignment of a tutor to the participating student, based upon the student's current grade placement and severity of his/her academic need.

No student seeking help is ever turned away.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

The sources of financial support for this project have been Indian Education competitive and formula grants from the U.S. Department of Education's Office of Indian Education. The competitive grants have been won in previous OIE Title IV, Part B Services to Indian Children competitions (CFDA #84.061 A) and have generally ranged in amount from $108,000 to $165,000 annually. The formula grant funds, under the former Title IV, Part A and now available under Title IX of ESEA, have ranged in amount from $20,000 to $25,000 and have been leveraged in a cooperative working relationship with the Davis County School District. Also, in the 1987-88 school year, a small grant in the amount of $1,000 was received from the Castle Foundation (Salt Lake City, Utah). No other financial support has been received.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

The indicators used to measure project success have been the reading and mathematics subtests of the California Achievement Tests, augmented by a telephone survey targeted to the parents of those Native American students served by the Indian Homework Centers project.

An additional evaluation was also done, which targeted the tutors working with participating Native American students. In order to work as a tutor, an interested adult and/or college student had to earn a passing score of 85% correct or higher on both the Tutor's Test of Instructional Skills and the Native American Cultural Knowledge Test. These assessment instruments were designed by Mr. Wil Numkena and Ms. Susan Ross, with assistance from Utah Educational Consulting Services.

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

A comprehensive need assessment originally conducted in 1984 jointly by the Davis County School District and the Davis County Indian Parent Association showed that the academic performance of Native American students in the content areas of reading and mathematics was far below that of their non-Indian peers.

TABLE 1
NEEDS ASSESSMENT RESULTS
California Achievement Tests
Spring, 1984

Grade Level	District's Mean Average Reading Score	Indian Student's Mean Average Reading Score	District's Mean Average Math Score	Indian Student's Mean Average Math Score
2	3.0	2.2	2.9	2.3
4	5.1	3.5	4.9	3.6
6	7.0	4.8	6.8	4.4
9	9.2	6.9	9.0	6.6
10	11.0	7.9	10.9	7.7

Reviewing the 1984 needs assessment results, it is evident that by the end of grade 6, Native American students are some 2.2 grade equivalents (years) behind their non-Indian peers in reading and 2.4 grade equivalents behind in math. By the end of grade 10, the gaps had widened even more; Native American students were 3.1 grade equivalents behind in reading and 3.2 grade equivalents behind in math. These results were similar to

findings of other studies in the early 1980's and before which compared the academic performance of Native American students and their non-Indian peers.

The Davis County Indian Homework Centers Program evolved because of the extent and severity of Native American students's need for academic assistance in order to help them strengthen their levels of school achievement. Five areas of need were clearly identified through the needs assessment survey and are as follows:

Need #1 The average level of academic achievement for Native American students is lower than that of non-Indian students, and must be raised to a higher level; academic expectations must be similarly high for both Indian and non-Indian students.

Need #2 Native American students evidencing deficient academic achievement need the individualized learning experiences and academic assistance which can be provided by qualified tutors.

Need #3 Families whose Native American children exhibit deficient academic achievement need to have qualified tutoring help provided for their children without cost.

Need #4 Those persons working as tutors need specialized training in instructional skills in order to tutor Native American students effectively.

Need #5 Those persons working as tutors of Native American students need to possess knowledge of Native American cultural characteristics and experiences which can positively affect the learning of their students.

The evidence gathered in the needs assessment is discussed in further detail in written materials available in the DCIPA Executive Director's office.

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are**

associated with any anomalies in the data.

Changes in baseline data from the project's inception in 1984 to the current 1995-96 school year are quite positive. While direct comparisons from 1984 to 1995 cannot be done due to changes in norm-referenced tests being used (1984 CAT; 1995 SAT) and grade levels being tested by the school district (1984:2, 4, 6, 8 & 10; 1995: 8 & 11), nonetheless, the gap between Native American students's achievement and that of their non-Indian peers has obviously been narrowed. The Fall 1995 SAT results show that Native American students are now on the average just 1.1 years behind in reading and 1.0 years in mathematics. The differences in early grade 11 have shrunk to 1.6 years in reading and 1.9 in math. These changes in the elementary (reading +1.1 and math +1.6) and secondary grades (reading +1.5 and math +1.4) show that the academic performance of Native American students has definitely improved in relation to that of their non-Indian peers.

In addition to the norm-referenced achievement data, the DCIPA in cooperation with the Davis County School District's Indian Education Office also studied various other data such as school attendance, grade point averages, disciplinary actions, drop-out rates, and comparisons of norm-referenced test scores and grade point averages. Briefly, it was learned that (1) school attendance for Native American students in the county was quite good, averaging 88% to 92% annually; (2) grade point averages for Native American students were generally higher in the 2nd and 3rd quarters of the school year than in the 1st quarter, yet dropped somewhat in the 4th quarter; (3) disciplinary records were poorly kept and definitions of rule infractions varied so widely from school to school that such records were an invalid data source; (4) drop-out rates for Native American students in the county were high, averaging around 10% to 12% annually; and (5) norm-referenced test scores often tended to understate the performance of Native American students when compared with their earned GPAs.

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)**

In terms of data collection, a pre-test/post test design was used with the California Achievement Tests. Annual pre-testing

occurred in October and post testing was done in May.

The subtests used to measure achievement were Total Reading and Total Mathematics. Scores were reported in normal curve equivalents (NCE's). Both reading and mathematics achievement were used to validate claims of effectiveness.

The telephone survey, addressing parents of tutored Native American students, was conducted by an independent Native American contractor in the month of June.

The CAT was administered in October and then again in May by three tutor supervisors in accordance with the administration manual. These tutor supervisors have had experience in administering a variety of assessment instruments. Scoring and cross-checking was done by two clerks in the Davis County School District. These clerks have scored a variety of tests and assessment instruments for the District, each having had five or more years of experience in test scoring.

For data analysis purposes, a paired t-test was used to determine whether gains were significant. The level of significance was set a $p < .05$. Also, for both the reading and mathematics results, Cohen's d was used to determine whether the effects were large, medium, small, or non-existent. Cohen's d equals the mean gain divided by the standard deviation. The estimate for the standard deviation was the standard deviation of the difference score from the t-test analysis.[i]

Cohen characteristics effect size results as follows:

Small Effect Size, d=.20 The combined area of the two distributions which is not overlapped is 14.7%.

Medium Effect Size, d=.50. The combined area of the two distributions which is not overlapped is 33%.

Large Effect Size, d=.80. The combined area of the two

From the following page.

distributions which is not overlapped is 47.4%.[2]

Detailed analysis of data is presented for the 1992-93 school year from the information reviewed by the U.S. Department of Education's Program Effectiveness Panel. Data for the 1993-94 and 1994-95 school years show mean gains in NCEs and are not as extensively analyzed. The final 1995-96 data were not yet available as of this writing.

DESCRIPTION OF RESULTS FOR EACH CLAIM

Table 1 shows the pre- and post-test means, standard deviations, and Ns for the reading and mathematics scales of the CAT. The data are presented for elementary (Grades 1-6), junior high (Grades 7-9), and high school (Grades 10-12).

Table 2
Pre- and Post-Test Means, Standard Deviations, and N's
Measure: CAT Reading and Mathematics, Standard Scores
Levels: Elementary, Junior High, Senior High
Spring, 1994

		READING				MATHEMATICS			
		Pre-		Post-		Pre-		Post-	
Level	N	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Elementary (Grades 1-6)	34	34.11	20.7	42.06	17.5	37.29	21.1	42.47	19.9
Junior High (Grades 7-9)	21	33.67	20.6	40.43	19.3	32.14	23.8	43.91	17.25
High School (Grades 10-12)	20	31.20	21.7	38.00	17.6	45.90	19.6	55.65	16.8

Table 3
Probability Levels for Gains, Pre- to Post-

[2] Cohen, Jacob. Statistical Power Analysis for the Behavioral Sciences. NY: Academic Press, 1988.

Effect Size: Cohen's d
Measure: CAT Reading and Mathematics, NCE's
Levels: Elementary, Junior High, High School

	READING			MATHEMATICS		
Level	**Gain NCE's**	**Prob Level**	**Effect Size**	**Gain NCE's**	**Prob Level**	**Effect Size**
Elementary (Grades 1-6)	7.9	.001	Large	5.2	.05	Medium
Junior High (Grades 7-9)	6.8	.006	Medium	11.8	.005	Medium
High School (Grades 10-12)	6.8	.001	Large	9.8	.001	Large

SUMMARY

Indian students, grades 1-12, made significant gains ($p < .05$ to $p < .001$) in reading and mathematics. The size of these gains were substantial (from 5 to 11 NCEs). It was expected that in the absence of tutoring Indian students would at best maintain their pre-test NCE level of academic performance. Data from a 1990 study in Davis County suggest that a decline of two NCEs over the course of a 9-month school year may be a more accurate expectation.

In terms of effect size, gains were large to medium in magnitude at the elementary and junior high levels and large in magnitude at the high school level.

SUMMARY OF SUPPORTING EVIDENCE

Parent Questionnaire

Parents were asked to complete a questionnaire. A professional Native American educator was contracted to contact a random selection of 43 parents and ask them questions over the phone in May, 1993. Table 3 shows the questions and the responses (in percentage).

Table 4
Questions and Responses from
Forty-three Randomly Selected
Parents of Indian Children
In Percentage

Question	Yes	No	Not sure
Was the tutoring useful for your child?	93%	5%	2%
Do you feel your child enjoyed getting this tutoring help?	98	0	2
Do you feel your child's school work improved after receiving tutoring help?	90	5	5
Did your child get better grades on his/her school work after receiving tutoring?	86	5	9
Will your child continue to be in tutoring next year?	96	2	2

INTERPRETATION AND DISCUSSION OF RESULTS

Relationship between program and results
The Davis County Parent Association Homework Centers Program produced consistent gains in student achievement for all grade levels and on both measures of achievement (reading & mathematics). The gains ranged in size from 5 to 11 NCEs which is substantially above the expected gain of 0 NCEs or less.

In the important area of attitude toward program, a survey showed that virtually all parents had a positive attitude toward their child's involvement in the program. In addition, virtually all parents thought that students had gained from the program.

Control of rival hypotheses
Maturation. Results are stated in terms of NCEs which takes into account maturation.

Other Treatments. No special programs for Indian students, other than the tutoring program, were in effect during the time of the study.

History. All students come from an Indian background.

Statistical Regression. Gains were large enough (5 to 11 NCEs) that regression was only a minor factor if indeed it played any role at all.

Attrition. Attrition was less than 10%.

Differential Selection of groups. All Indian students were eligible to participate in the program. Student's choice was the selection factor; that is, if a student opted for tutoring, she/he was tutored. Thus, any factors correlated with choosing to be tutored are candidates to explain the results--along with the tutoring.

Some factors which might be correlated with choosing to be tutored are:

The person is a "better student."
The person is more motivated to learn--wants to learn.
The person has a better attitude toward school.

Data summaries of Stanford Achievement Test results for the 1993-94 and 1994-95 school years follow. The data are reported in normal curve equivalents (NCE's) and gains of 7.0 NCE's or greater are viewed as statitically significant.

Reading

Level	Year	Pre-Test Mean	Post-Test Mean	Average Gain
Elementary	1993-94	31.64	40.89	9.25
	1994-95	32.71	42.40	9.69
Jr. High School	1993-94	30.45	38.57	8.12
	1994-95	31.28	40.03	8.75
High School	1993-94	30.69	37.82	7.13
	1994-95	29.94	38.85	8.91

Mathematics

Level	Year	Pre-Test Mean	Post-Test Mean	Average Gain
Elementary	1993-94	33.46	39.82	6.36
	1994-95	35.31	43.22	7.91
Jr. High School	1993-94	30.99	38.56	7.57
	1994-95	32.23	41.71	9.48
High School	1993-94	38.67	47.09	8.42
	1994-95	39.82	49.86	10.04

As may be seen from the preceding information, the Indian Homework Centers were successful in helping participating Native American students to strengthen their reading and mathematics academic achievement.

Results of the 1993-94 and 1994-95 parent surveys were also very positive. Responses ranged from 87% to 98% "yes" answers on the questions asked. The parents of the Indian children definitely value the Indian Homework Centers project and would like to see the tutoring services be continued.

12. **Please describe any technology which was used with the project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

The personalized individual tutoring done by the Indian Homework Centers project was augmented with computer-assisted instruction (CAI) using instructional software from the Computer Curriculum Corporation. Use of this technology was made possible through the cooperation of the Davis County School District as the district loaned learning centers and computer labs to DCIPA after school in the late afternoon and early evening. DCIPA's Indian Homework Center tutors were trained in how to use Computer Curriculum Corporation's reading, mathematics and language arts software.

13. **Please describe the methods, in detail, used to bring about the results.**

The Davis County Indian Homework Centers project (IHC) evolved because of the extent and severity of Native American students' need for academic assistance to help them strengthen their levels of school achievement, especially in the content area

of reading and mathematics. The Indian Homework Centers project is based on two accepted principles: (1) in order to be used, a service must be readily available and at low cost or no cost to the Native American student, and (2) in order to be effective, significant amounts of time must be spent in one-on-one tutoring interaction. Accordingly, the program was designed around these principles.

During the first two weeks of school, the tutors and tutor supervisors are trained in the areas of academic learning styles and instructional methods, awareness of Native American students's cultural heritages, and the types of positive reinforcement techniques which seem to be most effective with Native American youth. After that, the Native American students attending schools in Davis County are identified, and their previous records and test scores are obtained. A letter is sent home to all these students and their parents informing them of the IHC and inviting them to attend the homework centers.

The tutors and tutor supervisors make visits to each school and advise principals, counselors, and teachers of the services provided through the homework centers; they also personally contact and invite each Native American student to attend. At a homework center, each student signs in and immediately discusses with his/her tutor what needs to be accomplished in that work session. Academic goals are agreed upon and the tutor and student immediately get to work. Since homework accomplishments are regularly recorded, follow-up on prior assignments can be evaluated at subsequent tutoring sessions.

Concurrently, the tutor and/or tutor supervisors check with teachers and counselors on the progress of the Native American students who are served. Weekly and monthly reports are given to the tutor supervisors by the tutors and student evaluations are an ongoing process.

The IHC provides individualized tutoring to Native American students after school hours at homework centers located in the libraries of elementary and secondary schools in high poverty areas of the Davis County School District. The project is designed to provide one-on-one specialized help in reading, mathematics, and other subject areas according to the students' needs. A portion of each tutoring session is devoted to study skills.

Help is provided by qualified tutors who have been trained to be

sensitive to the cultures of those Native American students with whom they work. Each tutor must pass a test for cultural knowledge, the Tutor's Test of Native American Cultural Knowledge, with at least an 85% level of proficiency. Throughout the year, tutors are provided with additional training on Native American cultures, learning styles, and cultural differences which may effect a Native American student's education. Tutors also receive training in instructional skills. Upon completion of training, all tutors must pass the Tutor's Test of Instructional Skills at the 85% level of proficiency in order to be employed. Additional training on instructional skills and teaching techniques is provided throughout the year.

Supervision and training of tutors is accomplished by two educational specialists, one with a master's degree in education and the other holding a bachelor's degree. Also, two Native American educators serve as consultants and trainers for the cultural heritage component of the project.

Students enter the Indian Homework Centers through various routes: (1) the student requests tutoring; (2) a teacher or administrator requests tutoring and the student agrees; or (3) a parent requests tutoring. Once it has been decided that tutoring is the desired course of action, a plan is formulated for that student, and the appropriate tutor and tutor supervisor are responsible for carrying out this plan.

Two tutor supervisors are responsible for monitoring and evaluating the ongoing operation of the project. The supervisors are responsible to the project's tutoring manager, who in turn reports to the Executive Director.

The most effective aspect of the project is the structured operation of homework centers. The homework centers are set up in public school libraries and learning centers, typically not in use after school hours, and are available at no cost to be used by the Davis County Indian Parent Association.

These centers are natural settings for study sessions because of the resources available. The centers are also easily accessible to the Native American students. Tutoring and academic assistance are designed around the individualized needs of each student and the tracking and monitoring systems are also individualized. Tutors are

well-trained in the areas of basic academic skill teaching, cultural heritage, and positive reinforcement techniques as they work effectively with Native American students.

The Indian Homework Centers project is the only nationally validated Indian education program in the NDN. It is designed to increase the academic achievement of Indian students in reading and mathematics. Participating Indian students, grades 1-12, made statistically and educationally significant gains in reading and math scores on the California Achievement Tests after receiving tutoring over a 27-week period of time.

14. **Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?**

Davis County, Utah, is a mostly white, suburban-rural county. The Indian Homework Centers project is housed in the Davis County School District which is a large district serving approximately 60,000 students. More than 200 Native American students live in Davis County and attend the public schools.

The intervention is designed for Native American students in grades 1-12 who need help in study skills and content areas, especially reading and mathematics. Students from all tribes can be accommodated with this project.

All components of the Indian Homework Centers project can be transported to other sites. The project has developed teacher aids, tracking systems for student progress, mastery tests for knowledge of cultural heritage and instructional techniques, tracking systems for follow-up of tutors by tutor supervisors, inservice procedures and materials, and evaluation and monitoring plans.

User Requirements

The project is labor intensive because of the goals of individualized instruction and accessibility to students. Minimal requirements necessary include:

* A pool of qualified tutors trained in Native American culture for the tribes represented in the geographic area being served.

* A pool of qualified tutor supervisors.

* Access to elementary and secondary school libraries or media centers, and computer labs if possible.

* Instructional materials and supplies.

* Native American Culture Kits

* Criterion-referenced tests for Native American Culture and Instructional Techniques.

Costs (for implementation and operation)

Costs for installing the program include a 3-day workshop and 5 follow-up days of consultation. Costs for workshop and follow-up are estimated at $2,400 plus travel expenses of the trainer. In subsequent years, recurrent tutor training and follow-up is estimated to be $1,000.

Staffing requires a tutor supervisor and 6 to 10 part-time tutors to serve 60 Indian students. Cost is estimated at $40,240 per year. No special equipment is needed and replication of the project can be done in any geographic locale. The yearly cost for supplies is estimated to be $1,000. The cost per student is based on serving 60 students per year.

Item	Installation Year	Subsequent Years
Personnel	$40,240	$40,24
Personnel Training*	$ 3,000	$ 2,000
Equipment	NIL	NIL
Materials and Supplies	$ 1,000	$ 1,000
TOTAL COST	$44,240	$43,240
Cost per Student	$ 737	$ 721

* Trainer travel and lodging is calculated at $1,000

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

Outreach to other schools and districts has occurred, but only on

a request basis as the Indian Homework Centers project presently has no funding available for large-scale dissemination activity. Initial written awareness materials which describe the project in detail are available at no cost to interested agencies. A full color slide-tape presentation, previously shared at NIEA conferences, is available on loan. Various management forms, including the tests for tutors, are also made available at no cost. These and other items may be acquired by contacting the project's Executive Director, Mr. Bruce Parry, or the Tutoring Manager, Ms. Susan Ross.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

Parents of Native American students served by the Indian Homework Centers are involved in their child's education by the design and nature of the project. At a minimum, the parent(s) of Native American students must agree to their participation in the program, discuss their child's education needs and academic progress with his/her Indian Homework Center tutor, arrange for transportation to and from the center for their child, and respond to the annual Parent Survey (if included in the survey sample). Some parents who are vitally interested in their child/s education are involved well beyond the minimum expectations.

17. **Please describe how students were selected for the program. List criteria used in selection.**

Student selection for participation in the project has been discussed in detail in section 6 and section 13. Essentially, students interested in participating should meet the following criteria to enter the Indian Homework Centers project:

(1) A student may be referred for tutoring by:
parents, foster parents, or guardian;
- himself/herself, or
- The Davis County School District

(2) Parents (or legal guardians) must give oral or written permission for their child's participation.
(3) A student must verbally agree to participate in the project.
(4) The tutoring manager will determine the assignment of a tutor to the participating student based upon the student's current grade placement and severity of academic need.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

The most significant awards bestowed on the DCIPA's Homework Centers project were the Indian Showcase Project Certificate of Recognition in 1988 and the U.S. Department of Education's National Exemplary Educational Program validation in 1994. More detailed information about these honors is presented in section 5.

Also, the project was showcased by two feature stories written in the Ogden Standard Examiner and was also mentioned in the Salt Lake Tribune. Copies of these stories may be found in the appendix.

DENVER ADULT EDUCATION PROGRAM

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Ms. Lynda Nuttall
Title of Contact	Director, Native American MultiEducational School (NAMES)
Address of Contact	745 S. Lowell Blvd.
City/State/Zip	Denver, CO 80219
Telephone	(303) 934-8086

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

The AEP provides the means for students to acquire competency-based education through the practice of six educational programs:
1. To provide adult basic education instruction in math computation, language, and literacy development for adult students.
2. To provide adults an opportunity to continue their education through the secondary school level and to obtain a GED.
3. To provide a Mentorship program that supports the students in endeavors to continue their education beyond our classroom.
4. To implement a program aimed at improving the skills necessary to function effectively in urban settings. Many of the students receiving tutoring and instruction at the Denver Indian Center have recently entered the Denver metro area from reservation settings. Many students encounter difficulties which can be reduced or eliminated. This program involves and provides students with mini-classes, workshops, self-directed events which address five major skill categories: leadership, community resources, cultural awareness, computer and family literacy.
5. To provide a Computer Literacy component that is comprised of two parts: Lifestyle Improvement and GED support. Both aspects of the program stress computer literacy and familiarity with the machine through exploration and play.

6. To provide a Family Literacy program that empowers families to take an active role in their children's education. The family is the child's first teacher and includes all people who work with or care for children. The program focuses on the importance of modeling behaviors and activities, the importance of setting a pattern of reading behaviors, and encourages and enables the family to participate in the educational process. The program supports the families' cultural perspectives by integrating their culture into a life-long learning environment.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

The AEP plays a pivotal role in providing fundamental education basics to the urban Indian community at large.

The Adult Education Program is open to all people in need of educational services who are ages 16 years and older. Although the majority of the students who attend classes here are American Indian, we also serve African Americans, Hispanics, Asians and Caucasians. The program is provided free of charge, without eligibility requirements. The targeted population for this project is families of low socioeconomic status at varying stages of their educational process within the Denver Metropolitan area.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

Lynda Nuttall, B.A., Program Director: Lynda is a presenter at the national, state and local level. Her workshops consist of Community Resource Development, Writing Can Be Stressful, Cultural Storytelling, Intergenerational and Family Literacy Development, and the Preciousness in All of Us. The Colorado Department of Education has chosen her as a team leader to evaluate other Colorado Adult Education Programs. Lynda is responsible for: program fundraising, event coordination, media development, public relations, money management, curriculum planning, and program evaluation. She has built the program from one staff member to twelve in two years. She is a member of the National Indian Education Association, the National Adult

Education Association, the National Coalition for Indian Education, the Colorado Indian Education Association, and the Colorado Initiative LeaderShip Denver. Her appointments include Bea Romer's (Colorado's First Lady), Family Literacy Advisory Board, Governor Roy Romer's Commission on National and Community Service, the Adult Literacy Commission, UNC/US West team member and Teacher Excellence Appropriate for a Multicultural Society (TEAM). She is a member of the Cheyenne River Sioux Tribe, and has most recently been appointed as the Southwest Region Board member for the Association for Community Based Education.

Melanie Hughes, Administrative Assistant: Melanie has a Certificate in Computer Applications, and has gained extensive administrative and computer experience while working for the federal government. She has over six years of professional experience in administration and office management and is proficient in preparation and administration of grants, contracts, budget monitoring and accounting. She specializes in desktop publishing and computer technology. Melanie additionally brings a deep caring and concern for the students we serve as she herself graduated from our program seven years ago. She is a member of the National Indian Education Association and the National Coalition for Indian Education and a member of the Northern Arapaho Tribe. She has been working for our program since July, 1993.

Ursula Running Bear, M.A., ABE/GED Instructor & Family Literacy Coordinator: Ursula has been responsible for organizing, designing, and ordering curriculum for the Adult Basic Education/General Education Diploma classroom. She has also designed and initiated a curriculum for the Family Literacy program, which she teaches. Her commitment to Family Literacy is evidenced by national recognition by the Association for Community Based Education. On a yearly basis, she participates in the Colorado Department of Education's PEER Evaluation Team, which evaluates Colorado Adult Literacy Programs. She is a member of the Colorado Indian Education Association and the National Indian Education Association, is on the Denver Indian Health Board of Directors, and is a member of the Rosebud Sioux Tribe. Ursula has been working for our program since August, 1992.

Rodney J. Bad Hand, A.A., ABE/GED Instructor: Rodney is a recent graduate from DeVry Institute of Technology, Woodbridge, NJ. He has two years teaching experience working with Special Education students, five years experience as an Emergency Medical Technician, and seven years as a Director of Counselors. Rodney helps coordinate and develop new individualized curriculum for the students and the classroom. Additionally, he does presentations on American Indian culture and self-esteem based on Lakota values and traditions. His professional memberships include: Data Processing Management Association, National Indian Health Board Association, and member of the Oglala Sioux Tribe. Rodney has been working for the program since October, 1994.

Samuel C. Harrington, Ph. D., Computer Literacy Instructor: Samuel has previously held the position of Academic Dean, Director of Education, Computer Consultant, Instructor, and System Analyst/Programmer in the education and computer fields. Samuel has thirty years of experience in the education field with a strong background in computer/data processing, business, and accounting. He is a member of the Community College of Aurora advisory committee for Accounting and Computer Science, is an adjunct Professor for La Salle University, and a descendant of the Seminole Nation. Samuel has been working for the program since November, 1994.

Neilsun Valenski, B.S., Assistant ABE/GED Instructor: Neilsun is a 1994 graduate from the Colorado School of Mines and holds a Bachelor's of Science in Engineering. His education and background includes information management, data collection and analysis. He is in the process of developing new computer programs that will track and monitor individual student progress. He is implementing additional curriculum material that is tailored for each student. These new methods will allow instructors to spend additional time with the students. Neilsun has recently joined the Title IX Indian Education Tutoring Program, which tutors Denver Metro junior high school students and is a member of the Navajo Nation. Neilsun has been working for the program since December, 1994.

Phil Ogden, half time ABE/GED Instructor and member of the Navajo Nation, has been working for the program since August, 1993. Sharissa Elam, half time Computer Support Instructor, has been with the program since September, 1994, and Carolyn

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Washee, half time Native American Arts and Crafts project coordinator, and member of the Cheyenne-Arapaho Tribe, has been with the program since September, 1994.

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

In 1995 we were evaluated by a state team from the Colorado Department of Education through their PEER evaluation, which is a three year program review for all Adult Education programs funded from CDE. After our review, in their press release, they stated that our program is an outstanding education program because we exceeded the standards of excellence set by the state office. The Denver Herald-Dispatch published the release in the February 16, 1995 newspaper. In the 1992 PEER review, we received commendations in program administration, staff instruction, community involvement, evaluation, and communication of goals and objectives to staff. In 1993, the Association for Community Based Education identified our Family Literacy program as exemplary. The Native American Scholarship Fund recognized the program as exemplary in the publication, "Exemplary Programs in Indian Education." In 1994, the U.S. Department of Education selected the program for the Effective Showcase Project award.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

The AEP provides daily instruction on an open entry/open exit basis. Program services are available without eligibility criteria for all interested students. The program accommodates different stages of educational growth. Instructors take the time to ensure that all individualized educational plans are appropriate for each student. Culturally-based and regular classroom materials are used for instruction.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

* Elitch Gardens
* Colorado Division of Wildlife
* Colorado National Bankshares
* Hunt Alternative Fund
* Seven Circle Resorts

* Association for Community Based Education
* Volunteers in Service to America
* Colorado Council on the Arts
* U.S. Department of Education, Title IX - Indian Education
* Colorado Department of Education
* US West Matching Gift Program

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

The Adult Education Program uses:

TABE pretests and follow-up tests; this indicates grade level increase.
Attendance.
Pre-GED tests; determine readiness of student.
Writing Samples
Evaluations; student and exit evaluation.
Graduation rate; reveals increase in graduates.
Student Intake Forms
Documentation of Goal Accomplishment

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

In 1980, under a contract with Indian Health Service's Albuquerque Area Office, the Denver Indian Health Board conducted an analysis of the Indian population, scrutinizing variables such as age distribution, tribal affiliation, educational characteristics, family income, and health problems.

* 75% of the 7,419 Indians surveyed had less than a high school diploma.
* 45% of the adult Indians had only grade school experience.
* 33% of the eligible work force were unemployed.
* 66.6% of the Indian families in Denver lived in poverty. The average income for an Indian family in Denver was under $6,000. The median was $4,268.

In the Denver area:

* Of the 10,599 Indians in the Denver seven county area, an estimated 8,340 were below the 1979 poverty level (78.7% of the total).
* 83% of the total Indian adults age 25 and over had not completed high school.

The educational and economic problems were augmented by cultural differences, and social and psychological problems. The problems were magnified by the transition from a rural to an urban setting. The complexity of the inner city, drastic changes in pace of life, differences in values, and the realities of subtle and blatant discrimination caused many Indian people to experience frustration, rejection, and discouragement.

The Denver metropolitan area, although having numerous ABE/GED programs, did not have a program that worked specifically with and for Native American students. The Adult Education Program is presently the only program in the state of Colorado which has been specifically designed to meet the educational needs of the urban American Indian adult students who are in transition from the reservation. The classroom is conducted in a non-traditional way, with an understanding of mutual respect and acceptance between the staff and the students. Current Colorado Department of Education statistics indicate that 55% of all American Indian adults students served within the seven county Denver Metro area are assisted at the Center's Adult Education program.

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

In the nine years that the program ran, approximately 150 adults received their GEDs. In addition, many earned certificates in family literacy and computer literacy. In the GED program, we had as many graduates as 42 in a single year. In March 1996, we granted 26 GEDs at the final graduation ceremony.

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)**

The data are collected by use of the TABE (Test of Adult Basic Education), Microsoft Works (charts), and Paradox (statistics). The analysis is done by the staff of the Adult Education Program.

12. **Please describe any technology which was used with the project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

The Adult Education Program provides computer literacy through instruction and through computer program tutorials. A computer teacher works individually and on a group basis with those students interested in learning computers. Our programs consist of the Dippy Speaking Program, Word Perfect 5.1, Lotus 123, Microsoft Works, GED 2000, Skills Bank-Language, Reading, and Math, and Mavis Beacon typing tutorial. Use of the computers is decided on an individual basis.

The computers are available for use during classroom hours, Monday through Friday 8:30 a.m. to 3:30 p.m., and Monday and Wednesday evenings, 5 p.m. to 8:30 p.m. Worksheets and tests are used to assist the students in learning different computer programs.

13. Please describe the methods, in detail, used to bring about the results.

Tests are given to the computer students to measure their progress. Students are tested upon entry with the Test of Adult Basic Education (TABE). If they score below ninth grade level, they are assigned to the Adult Basic Education (ABE) component. If they score at ninth grade or above, they are assigned to the GED component. Classes are held from 8:30 a.m. to 3:30 p.m. Monday through Friday, and on Monday and Wednesday evenings from 5:00 p.m. to 8:30 p.m.

Individual Education Plans (IEP's) are developed for each student. Students work at their own pace. Some can move from seventh or eighth grade all the way through high school level, and earn their GED, in a year. Others take a year to move up one or two grade levels. Students learn and use computers if they want to.

Students are tested periodically to measure their progress. When they are ready, they take the GED exam.

14. Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?

Our ABE/GED is already implemented in two additional sites, Arapahoe House and Eagle Lodge. The Family Literacy Program has developed its own curriculum and has held a national conference. The curriculum, although designed with Native Americans in mind, can be used with any culture. The U.S. Department of Education also granted our Effective Showcase

Project award based upon selection criteria that included the category "potential for replication."

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

Workshops have been given for the staff of the AEP in networking, communication, and fundraising. The tutors have attended workshops on literacy, ABE/GED education, volunteer recruitment and management, and workshops on other educational organizations. The Director has given workshops on writing, cultural awareness and sensitivity, language experience approach, and community resource development.

Training is provided for volunteers interested in tutoring for the AEP. The training consists of reading, writing, and math skills, an overview of the Denver Indian Center and the AEP, and an introduction to Native American culture. Volunteers are also made familiar with the materials available.

We are also currently providing instruction and a location for Denver Public School students who need individual tutoring.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

Since our organization is an adult program, students are responsible for their degree of commitment and dedication. We provide a sound program for education; individual tutoring, and various activities keep the students motivated to learn. Activities include: monthly field trips, barbecue cookouts, potluck holiday lunches, fundraising activities, and ongoing arts and crafts projects. Many of the activities are brought about by student suggestion.

17. **Please describe how students were selected for the program. List criteria used in selection.**

No eligibility criteria are used.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

"Denver Indian Center offers vital support," Rocky Mountain

News, Robert Jackson, October 8, 1991, p. 22.

"Hopes for jobs, opportunity in the city often die," and "Indians see education as key to success, but may quit." Rocky Mountain News, Robert Jackson, October 8, 1992, pp. 8 and 22.

"The Week Ahead," Rocky Mountain News, June 29, 1992, sec. 2B.

"Students celebrate perseverance," Rocky Mountain News, Tillie Fong, July 1, 1992.

"Indian Center celebrates success with 36 grads," The Weekly Issue, David G. Ronquillo, July 9, 1992, p. 8.

"Adult Ed. Program Greatly Exceeds State Standards," Denver Herald-Dispatch, February 16, 1995.

THE GLAD PROJECT (Ganado Learning Arts Development)

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Mr. Sigmund A. Boloz
Title of Contact	Principal
Address of Contact	Ganado Primary School P.O. Box 1757
City/State/Zip	Ganado, AZ 86505
Telephone	(520) 755-1020, Fax (520) 755-1085

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

   For fifteen years, there have been efforts to transform the language arts curriculum from a textbook-dominated to a child-centered program. The GLAD project attempts to integrate the writing process, dialogue groups, literature study, and thematic cycles. Learning experiences must be relevant and provide for hands-on opportunities.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

   Ganado Primary School is a public school located entirely within the boundaries of the Navajo Nation Reservation. Located 150 miles from the nearest state university, Ganado Public Schools (1,000 square mile attendance area) and its five chapter communities continue to face many incredible challenges. The high unemployment rates (nearly 60%), single parent homes (42%), dysfunctional families (32%), no running water in the home (28%) all contribute to the challenge. It is incredible that a school like Ganado Primary School exists. It is a source of community pride and a symbol of real hope for the community and its children. The

475 kindergarten through second grade students are primarily Navajo children and reflect many of the strong values of their ancestors. The at-risk population is comprised of a high percentage of limited-English-proficient and economically disadvantaged students.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

Sigmund A. Boloz has been active in the education of students of the Navajo Nation since 1972. He was appointed Principal of the Ganado Primary School in 1980.

Perhaps Mr. Boloz is best known as a poet. His books of poetry include: **Who Speaks for the Children?, A Wondrous Ride, Clouds Before the Storm, Prairie Dog Dreams, Odious Mud** and **From Daybooks to Night Logs: Journeying with Journals.** His poems and posters have appeared around the world in more than 50 different publications, including international magazines.

He has also published other books on language literacy for American Indian children, teaching for success, and celebrating family literacy.

In 1986, 1993, and again in 1995, he was honored as a finalist in Arizona's NAESP's National Distinguished Principals program and in 1986 by Executive Educator magazine as one of North America's 100 top school executives in small school systems. In 1987, the National School Safety Center and the National Association of Elementary School Principals recognized him as one of ten "Principals of Leadership" across the country.

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

In 1990, the school was chosen as a National Lead School by the National Council of Teachers of English. The program was selected as one of five national exemplary programs working with at-risk children. In 1993, the program was selected as an Arizona Exemplary Reading Program and a National Exemplary Reading program at the San Antonio, Texas conference of the International

Reading Association. In 1994, the program was honored as an Exemplary Chapter I Schoolwide Project by the U.S. Department of Education. The same year, it also received the Energy Conscious Community Award of Achievement from the U.S. Department of Energy San Francisco Regional Support Office, which was presented at the Phoenix conference for outstanding energy conservation achievements in the construction of the new Ganado Primary School (opened April, 1993). In the same year, the program won the Exemplary Program in Indian Education from the Native American Scholarship Fund. In 1995, the Arizona Department of Education and Arizona Educational Foundation recognized the school as an Arizona A+ school. It was one of five schools in the state to be recognized in the Arizona Elementary School Recognition Program.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels. etc.**

The GLAD program serves all students in the school.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

Ganado Primary School is a state-funded school and receives the bulk of its funding through state and federal funding sources. In the past the school has also received bilingual grants from Title VII.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

The number of books the children read both at home and at school is used as a success indicator. In addition, the attendance and motivation level of the children to become involved in their learning are used to evaluate program success. Student involvement is also a great indicator; students actively participate in free book distributions, television and newspaper production, daily mail distribution, in the student council, as school tour guides for visitors, and in distribution of principal, writing, and at-home reading awards.

The 1995-96 school year was the sixth year that the school staff has established a school-wide goal to require that each classroom have an at-home reading program. Many use the BOOK-IT!

program.
Although most students are limited English proficient and come from homes where Navajo is the primary language, students demonstrate continued successes in reading, writing, speaking, listening, and attitudinal scales.

Our statistical analysis of student achievement indicates that those students who stay with our program are five to 10 NCEs ahead of those students moving in and out of the system, that reading achievement is correlated with attention to the at-home reading program, and is affected significantly by the commitment of the teacher to literature study and the writing process. Our standardized reading scores demonstrate a 19-point increase from five years ago in reading comprehension.

District-wide writing assessments, language assessment scales, reading attitudinal scales, and parent and teacher opinions, all indicate great levels of progress. Two of our students were judged as runner-ups in the 1994 annual State Poetry Contest (more than 4,000 entries were received and only 240 K-12 students were selected). A second grader at our school was the state winner.

The Wee Deliver, sponsored by the U.S. Postal Service, enables the students to establish their own postal service within the school. Our student council, first and second graders, handles all of the mail responsibilities. During the first half of the school year, the students sent more than 6,000 letters to friends, teachers, family, and other students. During our open house, 97 parents stopped by our post office and wrote letters to their children.

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

Before we implemented this program, standardized tests indicated a flat rate of achievement, not much greater than that of a school that was merely guessing.

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

The transformation of Ganado Primary School's language arts curriculum from a textbook-dominated to a child-centered program has covered the past 17 years when we created the Ganado

Learning Arts Development (GLAD) program.

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)**

Analysis of standardized test scores are done by administration and staff. Results of reading incentive contests are recorded during their duration. Teachers are responsible for tracking the progress of their students and ensuring that special needs are met.

12. **Please describe any technology which was used with project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

The three computer labs are utilized by the school newspaper for layout. In the monthly edition, student stories, editorials, photos, and news reports are included. A publication lab staffed by a part-time employee produces approximately 100 student-authored books per month. The layout of the building has the library, media center, and instructional resource area centrally located so that it can serve as a distribution center for a fully integrated communication system with closed caption capability.

13. **Please describe the methods, in detail, used to bring about the results.**

Learning experiences must be relevant and provide for hands-on opportunities. The children receive free books during certain distributions, and the school has utilized several well known literacy initiatives such as **Wee Deliver** (U.S. Postal System), **Book It!**, and **Reading is Fundamental**. There are approximately one thousand books in each classroom, which can be checked out to take home or read in class. The library and media center also have 2,000 multiple sets of children's literature, 1,000 big books and over twelve hundred volumes and video tapes. Couches and chairs are arranged so that reading can be done in a non-restrictive setting. Tables are used in place of desks so that children can learn cooperatively and in collaboration with one another. Money is given to teachers each year to improve their classroom libraries, which is a stated priority. Priority is placed on writing as well. An in-school postal system has children writing and delivering an average of 50 cards and letters daily. The children also author

their own books which are published in our publication lab, and they contribute to the monthly newspaper.

The inclusion of Navajo language and culture classes has been important to school development. This is staffed by two teachers, two assistants, and two foster grandparents. The Navajo language program is linked to the counseling program through the **Caring Circles**. These are concentrated help for students who come from dysfunctional families. The students attend daily one-hour sessions for a six-week period. They have a chance to hear from others, learn coping behaviors, and learn alternatives to destructive behaviors. Another form of writing is available with student complaint and apology forms, which are available around the school for problem recording and reflection.

Letters received from students are proudly posted in many office areas. Students spend a great deal of time talking and writing about how much they value and enjoy reading and writing. From the nurse's waiting area to the rich classroom libraries, books are available everywhere. The school is organized to foster positive attitudes toward literacy.

We have worked to create a one-program emphasis, to eliminate pullouts, and to coordinate federal and state programs to support a single focus rather than fragmenting our approach. There are no pullout reading programs for remedial readers at the school. Instead, the school staff has opted to decrease class size (22-1 in kindergarten, 15-1 in first grade and 20-1 in second grade) with part time (.625 FTE) parent helpers in each grade. To increase articulation across grades by organizing two Schools-within-a-School, we have created 14 multi-age classrooms (K-2) and provided each student with a regularly scheduled, pullout-gifted experience which emphasizes expanded literacy opportunities through the fine arts, movement and drama, computer labs and Navajo language programs.

In 1993, we became a Collaborative Literacy Intervention Project (CLIP) site. Similar to Reading Recovery, this year-long, intensive, reading-acceleration training program has since resulted in 24 certified reading teachers now working within the school. We have implemented three annual summer week-long early childhood academies for teacher assistants and parent helpers from our school. Ganado is also a summer training site for the Northern Arizona Writing Project (NAWP). Our school has a professional

library of more than 1,500 volumes and 150 professional video tapes.

In 1994, forty two thousand books were read at home by parents and children. Last year, 1995-96, our 475 students read more than 74,000 books as part of the program. An Elementary Reading Attitudinal Survey indicated very high levels of reading satisfaction between first and second graders. A parent survey conducted during the 1993-96 school year indicated that 98%% of the students at the school felt positive about their education and that 92.6% of the parents favored our approach.

Certainly there have been many setbacks that we have had to overcome, but perhaps the biggest was the preparation for change itself. A lack of a single school-wide focus or vision slowed the process and a fear of separation from traditional teaching methods caused resistance to change. Even among the most well-intentioned staff we found a dire need for staff development in cutting-edge thinking. There have been many, many band wagons to resist. Too many quick fixes were advocated to the general educational community.

14. **Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?**

The same program could be duplicated in any school where staff and administration are willing to devote similar amounts of time and energy to encouraging positive literacy skills throughout the classrooms. Particular program components which should be included are: the daily one and one-half hour uninterrupted block time, during which students cannot be pulled out of the classroom for other programs. The staff which would be pulling students out for physical education, computers, or other support programs are placed in the classroom to help with literacy development activities. The block time leads to lower teacher-student ratios and gives greater attention to the needs of the student.

Teachers also play a crucial role in program development. During monthly grade level or cluster curriculum dialogue groups and conversations, yearly budget task force meetings, and "summer issues" workshops, program strategies are examined and modified. Six curriculum conversations were help in January 1995 alone to discuss school improvement involving all aspects of the school.

During these discussions, opportunities were sought, tough questions were asked about the needs of students (particularly those at risk), and we looked for thoughtfulness in planning, consistency in implementation, etc.

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

In order for teachers to earn certification on the **Collaborative Literacy Intervention Project** or "CLIP" program, 24 regular classroom teachers have worked with the Tempe and Holbrook school systems to complete the intensive year-long staff development program that is required. This allows teachers to target the lower 20 percent of the classroom for daily 30-minute reading and writing intervention lessons.

Ganado Primary School also receives approximately 50 visitors each month from many parts of the Southwest. Our student tour guides welcome visitors and show them the school, while our principal takes time to provide in-depth question and answer sessions.

As a result, many schools have continued to visit and to adopt similar staff education methods.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

Forty-two parents are employed as part-time teacher helpers at the school. The At-Home reading program encourages parents or other family members to read with their children as often as possible. This led to 74,000 books being read at home during one school year. Parents are also encouraged to attend book fairs and purchase books for their children. In the CLIP program, the parent role is vital for reading to children at night, particularly for children at risk of reading failure. In this program, parents receive a detailed overview of their child's reading strengths and are offered strategic information on how to speak to and reinforce their child's growing abilities.

Parents are also invited to two open houses each year. At the first one of the 1994-95 school year, 70% of parents were reported present. At open house, they are encouraged to write a letter to their child in the **Wee Deliver** (in-school postal system) program.

Rainbow Connection workshops are held once monthly for parent training opportunities, and Active Parenting training is also held through the counseling program.

Principal's awards are given each six weeks. Afterward, a reception is held for the parents, teachers, and children. The Principal's award day is exceptional. Parents seem to flood the school. At these times, parents hear about the value of reading at home (Book It! awards), the writing process (writing awards) and citizenship awards (Principal awards). Parents get another opportunity to visit classrooms and speak with their child and their teacher. Through the Arizona Commission on the Arts, the school has monthly art exhibits to which parents and community members are invited.

17. **Please describe how students were selected for the program. List criteria used in selection.**

All children in the school are involved in the program.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

See attached.

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Thursday
May 4 1995
Number 104 Volume 108

THE TRUTH WELL TOLD
Independent

Pages

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Ganado Primary named best school in Arizona

By Maggie Bruce
Special the Independent

PHOENIX, Ariz. — Ganado Primary School, which serves 475 pre-kindergarten through second grade students on the Navajo reservation, has been judged the Number One school in the 1995 Arizona A+ Elementary School Recognition Program.

The announcement was made by State Superintendent of Public Instruction Lisa Graham in award ceremonies held today at the YWCA Leadership Development Center in Phoenix.

Ganado Primary had earlier been named one of five winners in the A+ annual statewide competition designed to recognize excellence in elementary education. The program is jointly sponsored by the Arizona Educational Foundation, the Arizona Department of Education, Bashas' supermarkets and Shamrock Foods.

The other four 1995 A+ winners honored in today's award ceremonies were: Anasazi Elementary, Scottsdale Unified School District; Goodman Elementary, Chandler Unified School District; Litchfield School, Litchfield Elementary School District; and Los Amigos Elementary, Sunnyside Unified School District in Tucson.

Each of the top five A+ schools received a check for $2,000 from Bashas' and Shamrock Foods. As the Number One school, Ganado Primary received an additional $2,000 cash award from the corporate sponsors.

To be considered for selection as A+ schools, Ganado Primary and the other winners underwent a comprehensive evaluation process which include a self-assessment, a 38-page application and an on-site visit by a team of judges.

See Ganado Primary, Page 2

The schools were judged on exemplary progress and growth of students, curriculum and instruction, administrative leadership, teaching environment, student environment, parent and community support, and organizational vitality.

Ganado Primary School, in the Ganado Unified School District, is located in Apache County in Northeastern Arizona. Ninety-two percent of the school's students and the majority of the teaching staff are Navajo. The students, mostly 5 to 8 years old, come from a 1,000-square-mile area on the Navajo reservation. Some travel as many as 35 or 40 miles to school and home again every day. At least a third of them have no electricity at home. Half of them have limited proficiency in English.

The school honors and reflects traditional Navajo culture. It also provides an educational program that is built on the most up-to-date knowledge of early childhood learning and takes full advantage of state-of-the-art technology.

"The development of reading and writing skills is central to our mission," says Sig Boloz who has been principal of Ganado Primary for 15 years. More than half of the school's teachers have been specially trained and certified in reading intervention strategies. Teachers are required to take graduate classwork that will result in bilingual or English-as-a-Second-Language (ESL) endorsements. A 5,000-square-foot library, three computer labs which include CD ROM and laser disc technology, and two Navajo language classrooms support the literacy effort.

Every facet of the curriculum incorporates reading and writing in a way that is developmentally appropriate for kindergarten through second grade students, as well as students with limited English proficiency. Children have a wide variety of opportunities to use communication skills and express ideas.

For example, 100 student-authored books are published each month in the school's publication lab. Students also published a monthly newspaper and produce live closed circuit television programs three days a week. They operate their own post office which delivers an average of 50 letters a day, written by students to other students or to teachers.

"We take advantage of any program that helps us put books in the hands of kids and try to bring live drama performances and poetry readings to the school," says Boloz. The principal, a published author of six books, also takes time every day to work one-to-one with students in reading.

Parents help in the classroom, as well as at home. Strong support at home enabled Ganado students to read, either by themselves or with their parents, more than 42,000 books last school year.

In recent years, Ganado Primary has been recognized nationally for its exemplary language arts program for at risk children and its exemplary reading program.

At today's A+ Elementary School awards and ceremony, Boloz accepted the Number One School award on behalf of his entire community of students, staff and parents which proudly calls itself the "Dream Team." Thirty-two students, mostly second graders, and some of their teachers accompanied Boloz on the five-hour trip to Phoenix to participate in the awards ceremony.

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Ganado Primary School Wins Two More Awards

Gil Arviso, support services director for the Ganado Unified School District, receives the 1994 Energy Conscious Community Award of Achievement on behalf of the school district from Martha Dixon, U.S. Department of Energy San Francisco Support Office Director, at the 15th annual Energy Management Conference in Phoenix.

Ganado Unified school district honored for energetic efforts

PHOENIX - Ganado Unified School District received the Energy Conscious Community Award of Achievement last Friday, Dec. 9, at the 1994 Energy Management Conference in Tempe.

Statewide, the Award of Achievement was presented to three communities, three individuals and 10 school districts. It recognizes the school district for its outstanding energy conservation achievements in administrative action, building efficiency, fleet management and curriculum planning.

Gil Arviso, support services director, accepted the award on behalf of the school district from Martha Dixon, director of the U.S. Department of Energy San Francisco Regional Support Office.

Ganado Unified School District was recognized for the construction of the Ganado Elementary School, which incorporates many energy-saving features. District employee, Gil Arviso, support services director, received the individual Award of Special Achievement.

Overall, 55 awards were presented to local governments, school districts and individuals Since 1981, local governments and school districts around Arizona have reduced utility costs by more than $12 million.

The awards program is sponsored by the Arizona Department of Commerce Energy Office, the League of Arizona Cities and Towns and the Arizona School Boards Association and was initiated to encourage the use of energy-efficient technologies.

Education

The Independent
Gallup, N.M.
Friday, December 30, 1994

On Campus

Ganado wins program award

ALBUQUERQUE — The Native American Scholarship Fund announced today that the winner of its Exemplary Programs in Indian Education for 1994 is Ganado Primary School in Ganado, Ariz.

The award was presented in recognition of the school's Ganado Learning Arts Development project, which was started in 1980.

Under this program, the 450 students in the school last year read over 40,000 books at home or 90 books per student, according to Sigmund Boloz, Ganado Primary principal.

In addition to the intensive reading program, the school has established libraries in all classrooms, and has expanded computer resources to provide a computer for each three students.

It also has an Instructional Resource Room, an at-home reading program, and several other reading projects.

"This is the fourth year of the EPIE program, and Ganado is the fourth winner of our $5,000 award," said Dr. Dean Chavers, NASF Director.

NASF is a national scholarship program for American Indian students. Its primary function is to help high-potential Indian students in math and science to enter and complete college.

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health. Dr. Anderson was an international leader in public health, 9668 or out of state 1-800-222-9668.

NASF honors Ganado Primary School program

ALBUQUERQUE - The Native American Scholarship Fund announced that the winner of its Exemplary Programs in Indian Education award for 1993-94 is Ganado Primary School, of Ganado, Ariz.

Starting in 1981, Principal Sigmund Bolóz initiated the Ganado Learning Arts Development project. Under this program, the 450 students in the school last year read over 40,000 books, or 90 books per student.

In addition to the intensive reading program for every student, the school has empowered its individual teachers in reading. Each classroom now has its own library, with over 1,000 books per classroom.

The school also has 157 computers, or one computer for each three students. It also has an Instructional Resource Room, an at-home reading program, and several other reading projects.

"This is the fourth year of the EPIE program, and Ganado is the fourth winner of our $5,000 award," said Dr. Dean Chavers, NASF Director. "In the current year, 1994-95, we will have our fifth competition.

"Any individual, school, project, program, college, or tribe is eligible to win the award," he continued. "And there are no strings attached. All that is required is that the winner must have done some exemplary work with Indian students over a period of time."

NASF is a national scholarship program for American Indian students. Its primary function is to help high-potential Indian students in math and science to enter and complete college. Applications for the EPIE prize of $5,000 per year are due May 30 of each year.

The Fund is located at 8200 Mountain Road, N.E., Suite 203, Albuquerque, N.M. 87110.

Navajo Times

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Native American Scholarship Foundation
Awards Presentation
to
Ganado Primary School
for
Exemplary Program in Indian Education 93-94

February 3, 1995

9:35 a.m. - West proceed to gym
9:40 a.m. - South proceed to gym
9:45 a.m. - East proceed to gym

*Student Council members sit together
*PowWow members sit together

9:50 a.m. - Introduction and Welcoming.....Mr. Boloz

Primary PowWow Dancers perform.....Georgia Kirk

10:00 a.m. - Presentation of award to Student Council

Closing remarks.....Mr. Boloz

COOL SCHOOL PROJECT

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Ms. Susan Stropko
Title of Contact	Principal
Address of Contact	Ganado Intermediate School P.O. Box 1757
City/State/Zip	Ganado, AZ 86505
Telephone	(520) 755-1120, fax (520) 755-1139

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

   The COOL School Project focus is on literacy improvement with goals to achieve scores on performance assessments at or above state and national standards. COOL is an acronym for Community Outreach and Opportunity for Learning.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

   The COOL School Project is intended to reach Navajo students in grades three through five in the Ganado Public School District. The Ganado Intermediate School enrolls children from five chapters and from outside of the district boundaries. Ninety-eight percent of the children are Native American; more than sixty percent are limited English proficient; and more than ninety percent qualify for free or reduced lunches. Historically, the students have scored in the lowest quartile on norm-referenced achievement tests (ITBS), and only a few students have achieved competency in the Arizona State performance Assessment Program (ASAP).

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing**

professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.

Susan Stropko, Principal - Susan has been principal of Ganado Intermediate School for four years. In school year 1992-93, she facilitated planning for a school-wide learning improvement project. In school years 1993-94 through 1995-96, Susan facilitated school development and achievement of planned goals and activities.

Lucinda Wauneka, Quality School Specialist - Lucinda has worked in the Ganado Public Schools for 19 years, most recently as Quality School Specialist in the Intermediate School for three years. Lucinda has played a key role in implementing quality school processes and improvements in the Intermediate School. She supports the instructional staff in curriculum, instruction, and assessment.

Nancy Jennings, Reading Specialist - Nancy is the Ganado Intermediate School teacher specialist who trains teachers in the CLIP program, implements the NASF reading incentive grant, and coordinates the Ganado Institute of the Northern Arizona Writing Project and collaborates with BreadLoaf.

James Lujan, Writing Specialist - James has taught writing in the Ganado Intermediate School for two years. He is a teacher leader in the Ganado Institute of the Northern Arizona Writing Project.

All Intermediate School teachers - all Ganado Intermediate School teachers participated in the literacy improvement project.

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

Our goal has been to earn recognition as a Native American Scholarship Fund Exemplary Program in Indian Education as our first award. However, we have been recognized informally for our learning improvement process and results. For example, we have been invited by Northern Arizona Writing Project to present our work at the international conference of the National Council of Teachers of English in Heidelberg, Germany in August. We have been invited to participate as one of only four schools in the nation in the first year of a proposed BreadLoaf/Annenberg Foundation project for rural school reform. Our goal is to emerge from this project as a national exemplary site recognized by NDN.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s),**

social or socioeconomic status, academic performance levels. etc.

The COOL School Project is intended to reach Navajo students in grades three through five in the Ganado Public School District. The Ganado Intermediate School enrolls children from five chapters and from outside district boundaries. Ninety-eight percent of the children are Native American; more than sixty percent are limited English proficient; and more than ninety percent qualify for free or reduced lunches. Historically, the students have scored in the lowest quarter on norm-referenced achievement tests (ITBS), and only a few students have achieved competency in the Arizona State performance Assessment Program (ASAP).

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

* Ganado Public School Maintenance, Operation, and Capital Budgets
* Title I, Title II, Title IX, JOM (federal)
* K-3 At-Risk (state)
* Native American Scholarship Fund - Reading Incentive Grant

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

* Number of books read by students
* Assessment Scores
    * Reading - Arizona Student Assessment Program
    * Writing - Arizona Student Assessment Program
    * Writing - District writing assessment

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

Project planning was completed in school year 1992-93. Data are not available for 1992-93 or earlier years, with the exception of district writing assessment scores. Baseline indicator data were collected in school year 1995-96 and are reported in the charts and graphs included in item 10.

In summary, Ganado Intermediate School students's scores on assessments of reading and writing indicated that only a few students were competent in those skill areas. We want all of our students to achieve competency. We established a 70% competency

rate goal for the first five years of the project. We have completed the third year of the project.

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

On many of the performance assessment scores, a peak in achievement is seen in the second year, 1994-95, with a drop in 1995-96. Even so, the competency rate in 1995-96, the third year, is higher than the first year, 1993-94. In the first and second years, we assessed third, fourth and fifth grade students using third grade assessments. In the third year, we assessed all students using grade level assessments and standards. The more appropriate and difficult assessments may have contributed to a drop in the percent of students who achieved competent scores (75% correct).

In addition, in the third year, five out of eight third grade teachers were new teachers in their first year in Ganado Intermediate School or in the third grade assignment. Three of seven fourth grade teachers were new. These new teachers were not familiar with the curriculum, instructional model, and assessments. This teacher turnover may have contributed to a decline in scores.

The data do show that, over three years, student achievement is improving in Ganado Intermediate School, and we are progressing rapidly toward our five-year goal of achieving state standards for student achievement.

GANADO INTERMEDIATE SCHOOL
Reading Incentive Project
Partially funded by
Native American Scholarship Fund Grant
Grades 3, 4 and 5

NUMBER OF BOOKS READ

	1993-94	1994-95	1995-96	Three-Year TOTAL
TOTAL	14,442	41,244	58,465	114,151

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and**

plotted the progress on a chart. The analysis was done by _____" and so on.)

We analyzed ASAP assessment data, district writing assessment data, and books read data each year in school years 1993-94, 1994-95, and 1995-96. The processing and analysis of data was done by Susan Stropko, Principal; Lucinda Wauneka, Quality School Specialist; and Amy Leslie, Assessment and Evaluation Specialist (and later Director of Educational Support Services).

Books

This project was funded in part by a Native American Scholarship Fund reading incentive grant. Data on books read by students were maintained and reported by teachers. Teachers kept verification slips signed by parents or themselves to document the books read. Students were credited for one book read or for book equivalents. Book equivalents were defined as follows:

	Third Grade	Fourth Grade	Fifth Grade
Books	1	1	1
or			
Pages	15	20	30
or			
Minutes	15	20	30

Teachers reported student counts to Lucinda Wauneka, Quality School Specialist. Lucinda generated grade and school totals, and created certificates of award. Nancy Jennings, Reading Specialist, processed awards -- books for the children to take home and keep. A total of 764 certificates were distributed and 792 books were given as awards. The Native American Scholarship Fund grant paid for the books.

Scores

Assessments were administered within a structured schedule and process and were monitored by teachers' peers, the principal, and the Assessment/Evaluation Specialist. Teachers scored the assessments "round table" in a group. The principal and assessment specialist participated in and monitored scoring. Attention was given to assuring inter-rater reliability. Scores were spot-checked by the assessment specialist. The quality school specialist verified the data. The principal and assessment specialist reviewed data and completed a second analysis. The quality school specialist produced charts and graphs. The assessment specialist produced reports for the district and the state department of

education.

12. **Please describe any technology which was used with project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

We used a Windows computer lab for students's writing, and computers in every classroom. Classroom computers are equipped with multi-media kits and CD-ROM drives.

13. **Please describe the methods, in detail, used to bring about the results.**

Site-based shared decision-making and Quality Schools process

The school is managed within an unusual model of site-based shared decision-making. Instead of leaving decisions to a representative leadership council, the entire Ganado Intermediate School staff is involved in a consensus model of shared decision-making and school improvement. The power and effectiveness of full staff involvement in the process is extraordinary. The entire school staff engages in a quality schools process, striving for continual improvement of learning and support procedures. Site-based school decision-making and the quality school process provide the framework for the accelerated school improvement that is thriving in the Ganado Intermediate School.

CLIP

Ganado Intermediate School collaborates with Ganado Primary School in providing K-5 CLIP services and teacher training. CLIP is a reading acceleration program that assists children in daily individual lessons to accelerate to grade-level competency in reading. Children are served during the school day and in an after-school program. The CLIP trainer is a Ganado Intermediate School reading specialist who serves both Intermediate and Primary Schools. CLIP is the major component in the literacy improvement project and is funded through Title I.

At-Home Reading

With the help of the NASF reading incentive grant, we emphasized the At-Home reading project in classes and with parents. We encouraged and rewarded reading through certificates, book awards, Principal's awards, and emphasis at awards assemblies and parent days at school.

Writing Project

Ganado Intermediate School has sponsored the Ganado Institute of Northern Arizona Writing Project, on-site in Ganado in June, for the past three years. The Institute began with our graduate course for all district teachers in 1994, and grew to six courses for

teachers and paraprofessionals in 1996. In the courses, teachers improve skills in using the writing process to promote student thinking and literacy development. Project funding is through Title I, and Title II. Writing assessment scores have improved over the course of this project.

Integrated Learning

Ganado Intermediate School teachers engage in a process of modifying their instruction and materials to more closely match the way the children learn. In integrated learning inservices and graduate courses, teachers acquire a clearer understanding of how children learn, and how to capitalize on our students's spatial, non-verbal strength in building their literacy and cognitive skills, Teachers learn to use the multiple intelligences in their teaching.

Curriculum Alignment

The Ganado Intermediate School teachers, working in teams, have continued to align written curriculum, instruction, and assessments. The teachers have rewritten the ASAP (Arizona Student Assessment Program) performance assessment booklets using language more appropriate for ESL learners. Altogether, the teams have created 17 assessment booklets that provide performance challenges at grade level by state standards, yet use language comprehensible to ESL students.

14. **Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?**

Our entire project could be replicated if it met the needs of another school. Each project component is effective in our school, and could be effective in other schools. Components could be modified to fit other schools. We caution against simply "importing" a package into an environment where it might not quite fit all needs and personnel, but instead recommend following a process to develop commitment from all staff toward common goals and practices. The process works, and the resulting projects would be customized to their populations. The project is not specific to anyone, but instead evolves from the interest, energy, and commitments of the people involved.

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

Schools within district - Ganado Intermediate School sponsors the Northern Arizona Writing Project for the entire district, including

the Integrated Learning course. The Ganado Intermediate School reading program provides CLIP training for Primary and Intermediate school and inservice for the other schools. As described in item 5, Ganado Intermediate School is involved in creating an exemplary reform model to network and disseminate.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

At-Home Reading - Parents read with children and sign a slip or chart to verify that the child read.
CLIP - As part of the CLIP process, CLIP teachers work closely with parents for home-school collaboration.
Outreach - Ganado Intermediate School teachers personally invite parents to special showcase events in the classrooms. The principal personally invites parents to the Principals' Awards celebration.

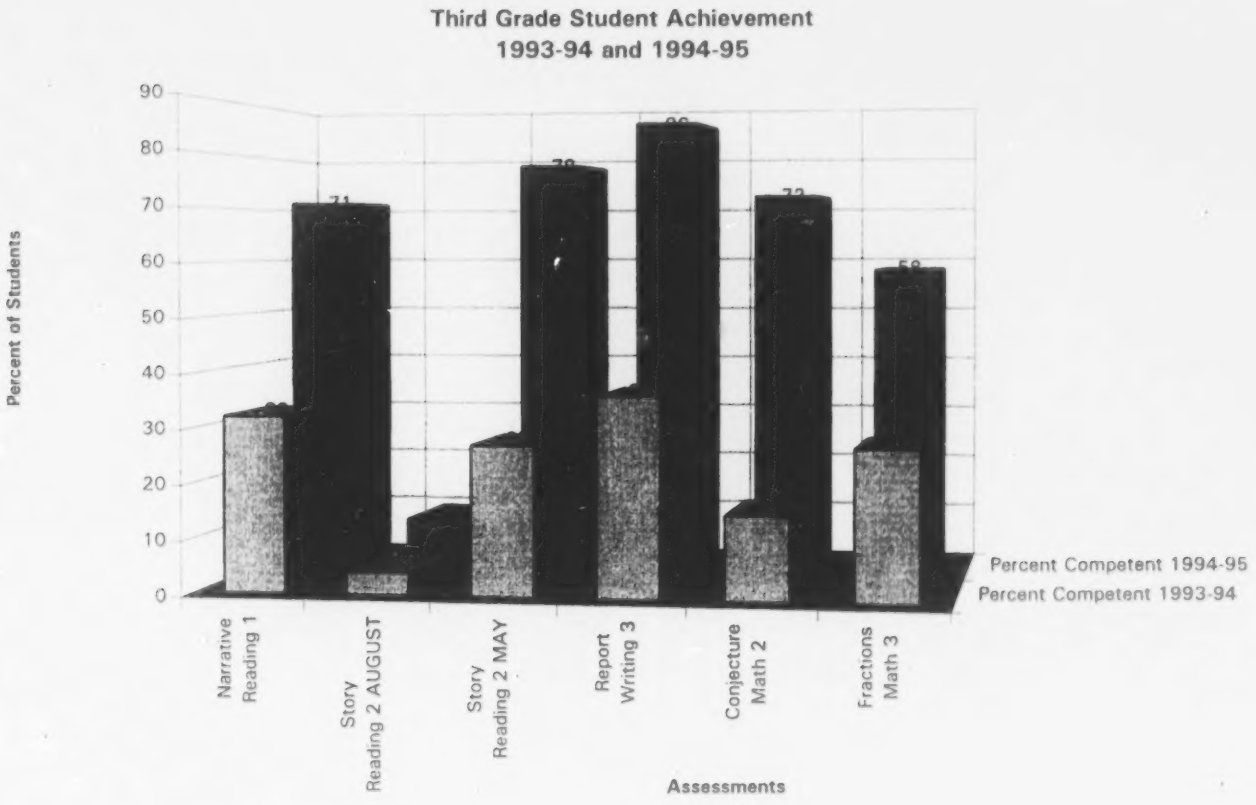
17. **Please describe how students were selected for the program. List criteria used in selection.**

All Ganado Intermediate School students (and staff members) participate in the COOL school project.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

We have selected the Native American Scholarship Fund Exemplary Programs in Indian Education award as the most important and significant, and it is our first application. We have been recognized in other informal ways. For example, we have been invited to apply for a teacher-researcher grant to support our effort in developing teachers' qualitative research skills. We are in the preliminary discussion phase, and have agreed to participate if funded, in a project we hope will be granted by the Annenberg Foundation to BreadLoaf. In this project, we would be one of only four rural schools in the nation in the first year to complete our current reform phase, move to the next phase, and disseminate findings through national channels including media coverage and book publication. The first four schools all serve Native American students. By the end of the third year, 10-12 schools will participate.

GANADO INTERMEDIATE SCHOOL



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GANADO INTERMEDIATE SCHOOL

Student Achievement - 1993-94, 1994-95, 1995-96

(School Goal on W1)

	Grade 3			Grade 4			Grade 5		
	1993-94	1994-95	1995-96	1993-94	1994-95	1995-96	1993-94	1994-95	1995-96
R1 Narrative	32%	69%	43%	NA					
R2 Story Pre	4%	9%	7%	20%	16%	35%	39%	24%	29%
R2 Story Post	27%	78%	24%	29%	42%	45%	56%	42%	54%
R2 Story High	22%	75%	25%	35%	45%	64%	65%	54%	60%
R3 Report	NA	56%	43%	53%	36%				
W1 Narrative Pre	36%	52%	38%	36%	56%	48%	33%	42%	41%
W1 Narrative Post	50%	78%	66%	49%	66%	76%	55%	57%	54%
W1 Narrative High	63%	86%	66%	59%	76%	76%	61%	66%	61%
W2 Story	26%	14%	54%	NA	NA	23%			
W3 Report	NA	86%	62%				52%	89%	18%
W4 Communication	36%	NA	NA	NA	93%	86%			
Mathematics (K-3)									
M1 Sort-Classify				16%	23%	NA			
M2 Conjecturing	15%	72%	50%						
M3 Fractions	27%	58%	NA						
M4 Using Money				24%	37%	62%			
M5 Measurement							16%	61%	NA
M6 Patterns									
M7 Shapes									
M8 Word Problems							44%	53%	NA
Mathematics (4-8)									
M1 Statistics				NA	NA	33%	NA	NA	40%
M2 Probability									
M3 Analyzing Data									
M4 Measurement				NA	NA	80%			
M8 Patterns Pre							NA	NA	27%
M8 Patterns Post							NA	NA	64%
M8 Patterns High							NA	NA	64%
M9 Math Reasoning				NA	NA	62%			

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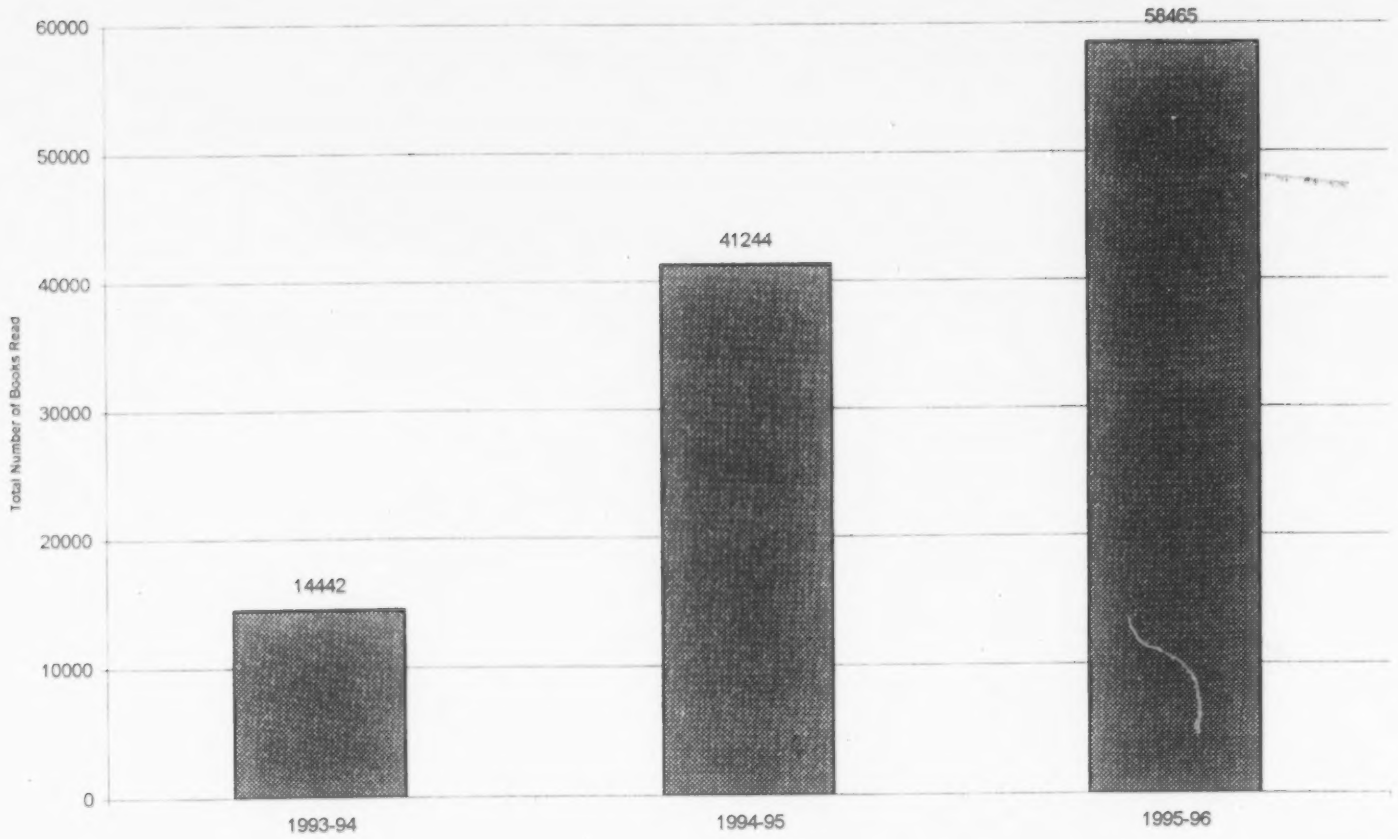
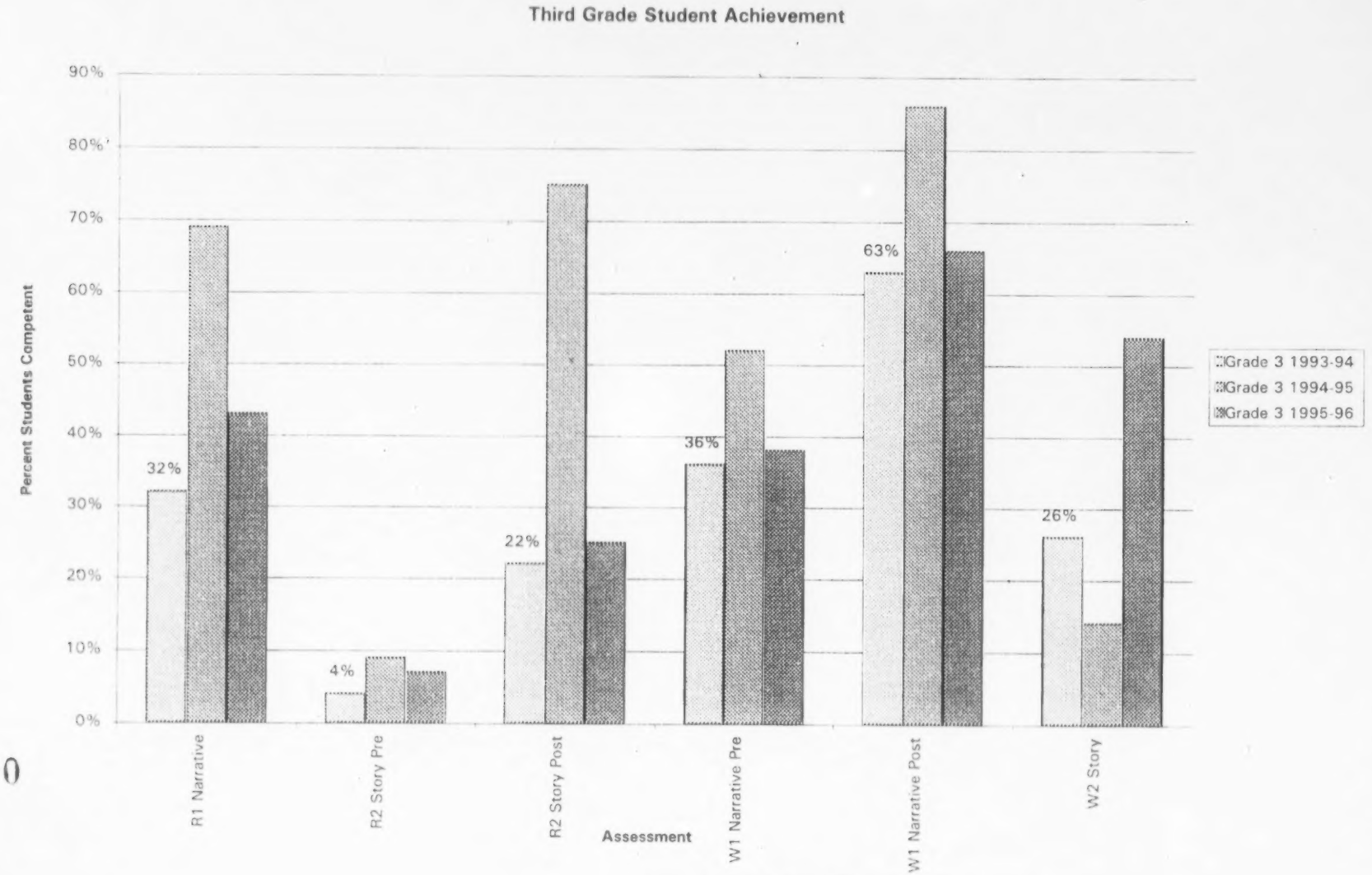
GANADO INTERMEDIATE SCHOOL

Reading Incentive Project



GANADO INTERMEDIATE SCHOOL
Student Achievement - 1993-94, 1994-95, and 1995-96



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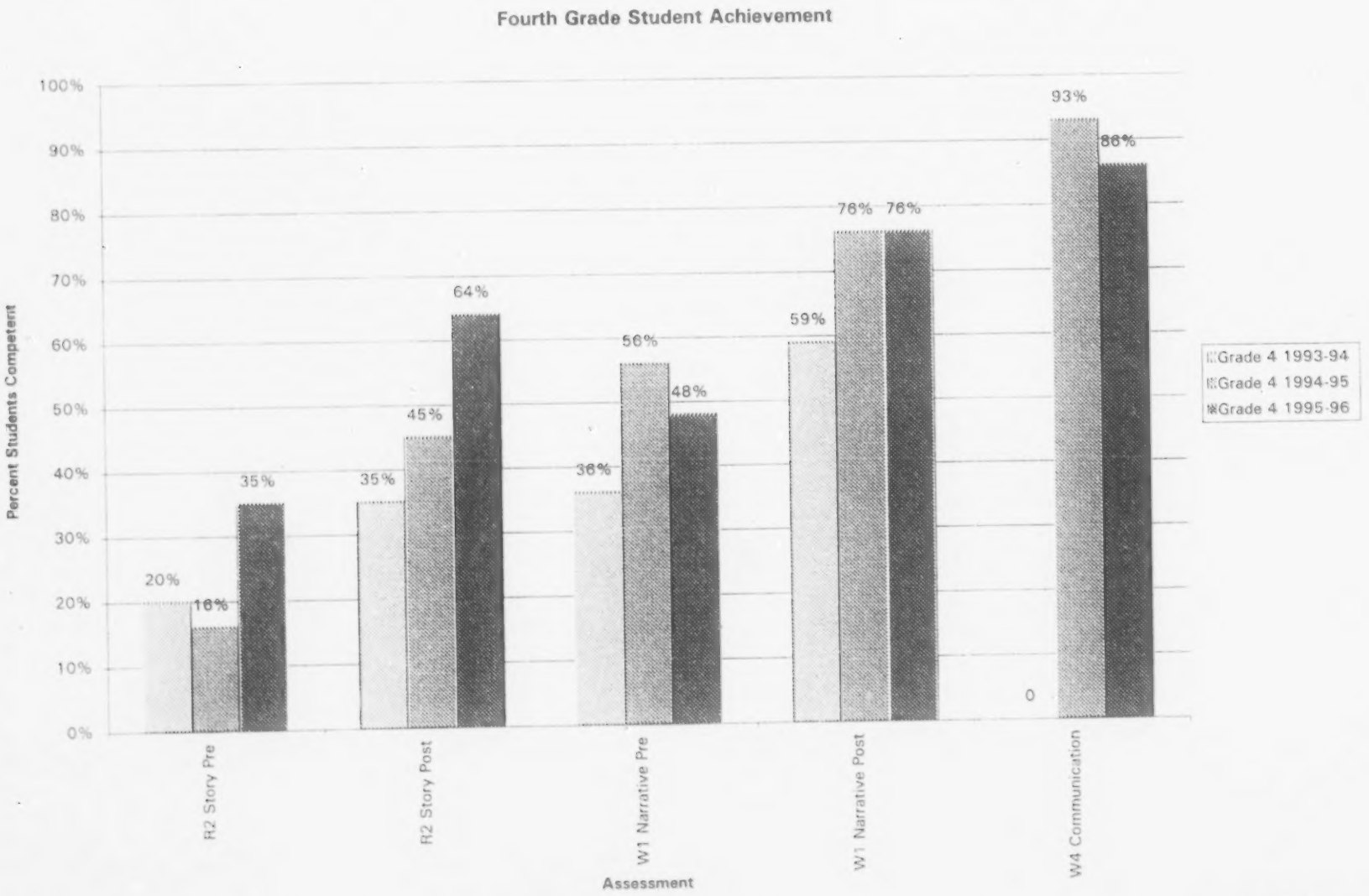
GANADO INTERMEDIATE SCHOOL
Student Achievement - 1993-94, 1994-95, and 1995-96



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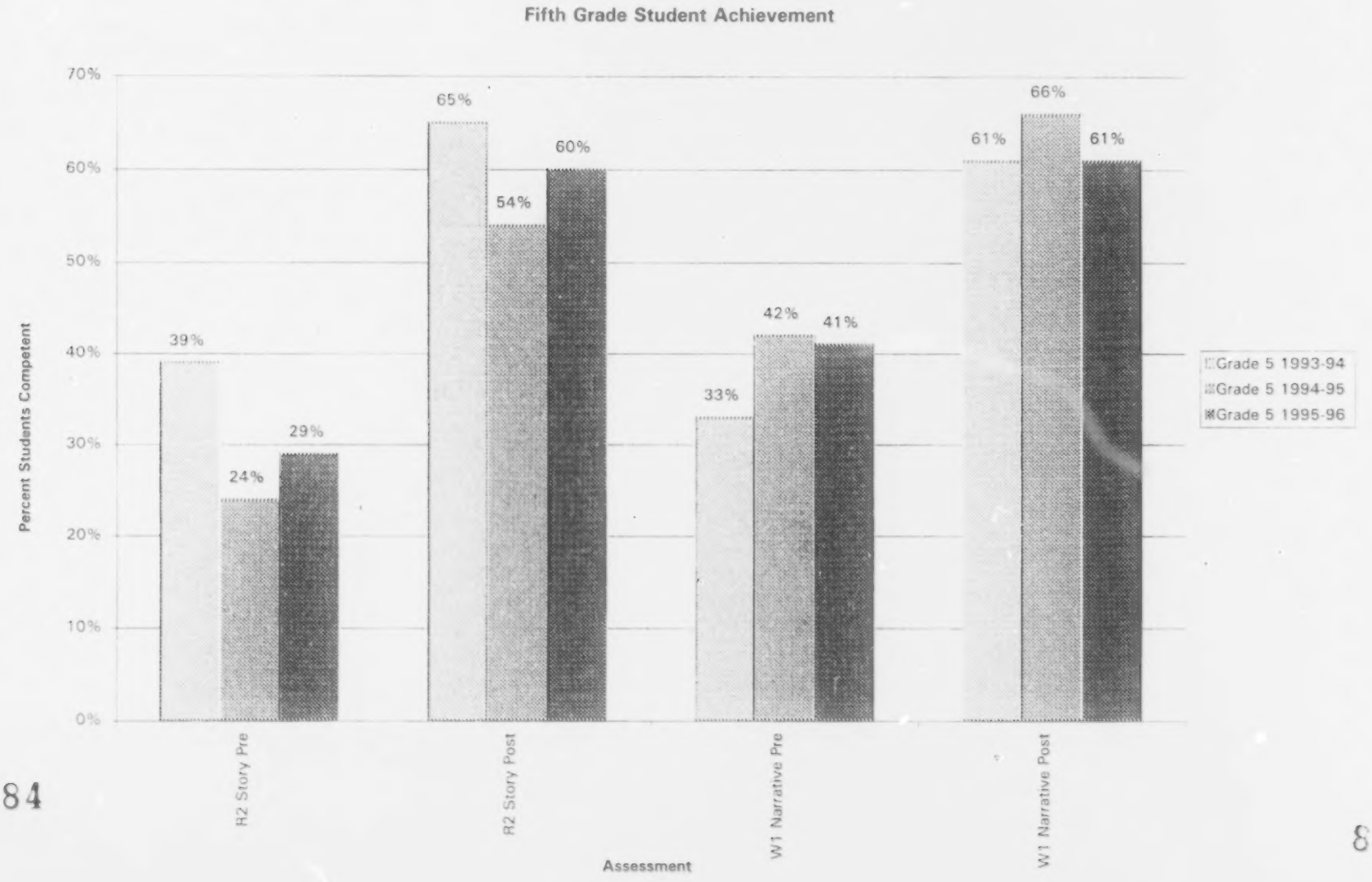
GANADO INTERMEDIATE SCHOOL
Student Achievement - 1993-94, 1994-95, and 1995-96



Susan Stropko

PO Box 903
Ganado, Arizona 86505

Home (520) 755-3201
Office (520) 755-1125

PROFILE

Education leader with eight years success in central office and school administrative positions. Results include increased student achievement, teacher competencies, and parental involvement, strong professional development programs, effective information management systems, and improved school support systems.

LEADERSHIP EXPERIENCE

Ganado Unified School District 20, Ganado, Arizona

Principal, 1992-1996
Ganado Intermediate School, grades three through five. Achieved dramatic improvement in students' reading, writing, and math scores. Achieved improvements in non-test indicators of student success including parental involvement, at-home reading, attendance, and reduction of student disciplinary incidents. Developed the school's first site-based management system, strategic plan, and learning improvement process. Created collaborative, consensus model of decision-making. Facilitated transition to inclusive special, gifted, and English as a second language services. Planned and managed school-wide Title I and other funded programs. Created summer institute for professional development. Facilitated district long-range professional development and instructional technology planning. Managed two million dollar budget serving 470 students and 70 staff members.

Personnel Director, 1988-1992
Administrator for district functions including Personnel, Career Ladder Program, and Data Processing. In addition, facilitated district strategic planning, community partnership planning process, Ganado Operation Safe Schools, and curriculum management policy development. Planned and implemented district data processing system with financial and student applications serving the business office, three schools on the local campus, and one remote campus. Chaired the Certified Salary Committee. Managed the Career Ladder Program including teacher performance evaluation and professional development. Supported the Superintendent in employee discipline, policies and regulations development, legal challenges, and communication with state and federal legislators.

Vocational Education/Career Ladder Manager, 1987-1988
Central office manager responsible for Vocational Education and Career Ladder Program. Achieved state standards in vocational education. Developed Career Ladder Program and associated teacher evaluation and professional development components.

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PRIOR EXPERIENCE

Teacher, Ganado High School, 1986-1987
High School Vocational Education

Teacher, Pagosa Springs High School, Pagosa Springs, Colorado, 1984-1986
High School English, Government, and Vocational Education

Teacher, Foley Junior/Senior High School, Foley, Minnesota, 1979
Junior High and High School Language Arts

Research Analyst III, City of Tucson Police Department, 1973-1977
Administrative responsibilities including budget planning and management ($16 million), federal grants, program planning and evaluation, organizational development, and supervision of research staff.

Faculty, University of Phoenix. 1991-1995
Instructor for two courses, *Instructional Supervision* and *Effective Schools*.

EDUCATION

Bachelor of Arts, 1971. University of Arizona, Tucson, Arizona
Education, English and Government

Master of Public Administration, 1975. University of Arizona
Public Management

Postgraduate studies in Business Administration, 1976-1977. University of Arizona
Management Information Systems

Postgraduate studies in Education Administration, 1986-1988. Northern Arizona University, Flagstaff, Arizona
Superintendent, Principal, and Vocational Education certification programs

Postgraduate studies in Education, 1988-1994.
Arizona State University, Northern Arizona University, and University of Minnesota

PROFESSIONAL DEVELOPMENT HIGHLIGHTS

Curriculum Alignment, National Center for Outcome-Based Education, San Francisco University, 1993

Strategic Planning Certification Program, National Strategic Planning Center for Education, AASA National Academy for School Executives, 1991

Superintendent's Academy, AASA National Academy for School Executives, 1991

Teacher and Administrator Selection Training, Ventures for Excellence

Curriculum-Driven Budget, National Academy for School Executives, 1990

Law Conferences, Arizona School Boards Association, 1988-1994

PROFESSIONAL SERVICE

Arizona Career Ladder Advisory Committee, Arizona State Board of Education, 1991-1993

Peace Corp Fellows Advisory Committee, Northern Arizona University, 1992-1993

Certified Salary Committee, Chair, Ganado Public Schools, 1988-1992

Certified Evaluation Committee, Chair, Ganado Public Schools, 1988-1990

Career Ladder Steering Committee, Chair, Ganado Public Schools, 1987-1993

Data Processing/Information Management Planning Team, Chair, Ganado Public Schools, 1990

Instructional Technology Planning Team, Chair, Ganado Public Schools, 1995-1996

REFERENCES

Phillip Bluehouse, Superintendent
Ganado Unified School District
Ganado, AZ 86505
(520) 755-1003

Sigmund Boloz, Principal
Ganado Primary School
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(520) 755-1020

C. Benson Hufford, Attorney
for the Ganado Governing Board
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Northern Arizona Writing Project
Northern Arizona University
PO Box 6032
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(520) 523-2557

Albert A. Yazzie, Superintendent
Chinle Unified School District
Chinle, AZ 86503
(520) 674-9603

Don W. Jensen, Principal
Thompson Falls High School
Thompson Falls, MT 59873
(406) 963-2516

Shirley Etsitty
Former Governing Board Member
PO Box 1268
Window Rock, AZ 86515
(520) 674-5225

Dr. Louann Bierlein, Director
Morrison Institute
Arizona State University
(602) 965-4525

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MESBEC SCHOLARSHIP PROGRAM

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Dr. Dean Chavers, Director Ms. Lucille Kelley, Recruiter
Title of Contact	
Address of Contact	Native American Scholarship Fund, Inc. 8200 Mountain Road, N. E., Suite 203
City/State/Zip	Albuquerque, NM 87110
Telephone	(505) 262-2351, Fax (505) 262-0534

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

Recruiting Indian students into college study in the critical professions of math, engineering, science, business, education, and computers. We have funded a total of 316 students in these areas of study since we were founded in 1986, and have lost only ten who dropped out. Our retention rate is thus 96.8%.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

High-potential Indian students who are seniors in high school are our target population for most recruiting work. However, any person who is Indian is eligible to apply for a scholarship from us. They must be 1/4 blood quantum level or more of a state-recognized, federally-recognized, or terminated Indian tribe, and provide proof of their enrollment. We fund from freshmen level in college all the way through post-doctoral study. Students must attend an accredited college or university in the U. S.; accreditation must be by both the regional accrediting body and the professional association. Socio-economic status does not matter; we are a merit-based organization. We stress excellence in

academics, leadership, community service, and service to Indian people.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

The founding president of NASF is Dr. Dean Chavers. The other founding members are Patricia Locke, James Lujan, Jodie Palmer, Bill Schaaf and Gerri Parker. Past Board Members are James Lujan, Patricia Locke, Gerri Parker, Penny Emerson, Phyllis Howard and Bill Schaaf. Current Board Members are Rosa Winfree, Darrell Jeanotte, Jodie Palmer, Deborah Hare and Dr. Dean Chavers.

Dr. Chavers is the former President of Bacone College, and a former college professor. He has spent the past 25 years working in Indian education. For nine years, he worked as a consultant in Indian education, with tribes, school districts, colleges, and nonprofit organizations. He has a doctorate degree from Stanford University, and won a Ford Foundation Fellowship for that study. He taught at UC Berkeley, at Cal State Hayward, and at Stanford. He conducts two to three dozen seminars each year all over the U. S., on Indian education and fund raising topics. He is a Lumbee Indian. He is a Member of the National Society of Fund Raising Executives, the National Coalition for Indian Education (Founding President), and the National Congress of American Indians.

The Director of Recruiting is Lucille Kelley. She is a graduate of the University of New Mexico. She is a Navajo woman from Ganado, AZ. She is responsible for helping students prepare for college, from writing essays to finding scholarship sources, identifying the right college to attend, taking the proper courses, getting into summer programs in high school, and taking the ACT/SAT test and doing well on it.

Cassie Szeluga is the Business Manager. She handles relations with the financial aid offices at colleges, plans student payments, and keeps accurate records of all expenditures.

Board Members read and rank all applications. Students are required to identify and apply to ALL sources of finances for

college before they will be eligible to receive funds from us. This includes private scholarships, financial aid, and any other possible source of funds. Most of our students identify from 15 to 45 other private scholarship sources. We have three deadlines each year. Ms. Kelley prepares applications for reading and ranking and sends them to the Board. The top students in each group are funded.

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

Indian Educator of the Year, Charlotte-Mecklenburg Schools, NC, 1994. Human Rights Award, City of Albuquerque, 1996.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

Most students we fund earn GPA's of above 3.0 in college. They come from all areas of the nation, any federally-recognized, state-recognized, or terminated tribe, and any social or economic status. They are leaders in their schools, their communities, and their tribes. Their ages range from 18 to 62. Most are studying engineering, science, and education.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

All support is private. Individual donors, private foundations, public corporations, and training fees are our four sources of major income. A fifth source is trusts, wills, bequests, and deferred giving.

We have 8,000+ individual donors, 90+ foundations which give us grants for scholarships and operating expenses, 50+ corporations which give support, and have received a half-dozen estates and wills. We conduct 40 training seminars each year, nationwide, on fund raising, proposal writing, college preparation, office administration, management, and related topics, to raise funds.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

Our main indicators are grades earned by students and our overall retention/dropout rate. We also use total hours earned and

employment after graduation as indicators. Total numbers of graduates is also an indicator; we have produced 110 so far. Seven have been graduated with honors.

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

We estimate that prior to 1986, the total pool of Indian students admitted to Ivy League colleges was 100 per year. Now approximately 200 per year are admitted. The dropout rate for Indian college students was and still is 81%.

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

At first, in 1986 and 1987, we had difficulty finding students who met our stringent and high criteria. We funded the best students we could find, but lost six of the first 50 students we funded. As we were able to recruit students earlier in their careers, starting with middle school, we were able to develop a better-prepared pool of students. Consequently, we have lost only one student as a dropout in the past three years.

Our bottom line is that we have lost only ten students out of a total of 316 we have funded from 1986 to 1996. This gives us a dropout rate of 3.2% and a retention rate of 96.8%. We think this is the highest retention rate ever achieved with Native American students.

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)**

Our data are collected by the Recruiting Department. Lucille Kelley is the Director of Recruiting. She collects, analyzes, and reports on all data. Each year, we summarize the past year's student progress in reports which are presented to the Board of Directors and the general public. Data are reported by field of study, by tribe, by state, and by institution. Data on graduates are constantly collected and updated.

12. **Please describe any technology which was used with the project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it**

worked, etc. If none was used, so indicate.

Students attend any accredited college or university in the U. S. Our technology is not used to instruct students, but to record and maintain data, to raise funds, to conduct research, and to maintain accounting records.

13. **Please describe the methods, in detail, used to bring about the results.**

We now operate two programs, the MESBEC program and the Native American Leadership in Education (NALE) program. The first takes high-potential Indian students through college programs in the six priority areas. The second takes Indian paraprofessionals in the schools through the final one to three years of their degree program, to earn teaching credentials. The former has mostly recent high school graduates, and the latter has mostly people who have been in the world of work for a few years.

We are in our tenth year of operation. Our programs are built around the theme of excellence. We encourage our students to attend the very best college or university to which they can be admitted, and not just the cheapest one. Our feeling is that an education at the best college or university will be very meaningful both to students and to their tribes and communities for a very long time.

Our vision is for development of Indian people as the way to the future. This means the creation of jobs on reservations. It means the delivery of credit and finance institutions to reservations. It means lowering the high dropout rates. It means curbing the high rates of alcoholism, drug abuse, child abuse and neglect, and suicide. It means keeping dollars generated on reservations for at least four cycles of spending before they leave the reservation. It means improving education programs at all levels. It means that Indian people will determine part of their own future.

We look for students who are dedicated, sincere, eager to learn, ready to succeed, and as well prepared in high school as we can get them. What we found in 1986 through 1990 in high schools in Indian Country was less than success. We found none of the high schools which was truly a pre-college institution. This applied to both public schools and to BIA/contract schools. The only exceptions were some of the private denominational schools, such as St. Michael's and St. Catherine's.

We did not look forward to having to bring about change in these high schools on a national level, but to achieve our mission, it was necessary to try to have at least some of them become pre-college institutions. For instance, none of the 80 schools in Arizona, New Mexico, Utah, Colorado, and Oklahoma that we have been visiting on a regular basis to recruit from offered Calculus in its curriculum in 1987. Now, six of them do--Kayenta, Tuba City, Tohatchi, Gallup, Chinle, and Apache. Our goal is to have more and more of them to upgrade math to include Algebra I, Algebra II, Trigonometry, Geometry, and Calculus. These are the courses which are required for students to be admitted to the best engineering and scientific schools.

Students admitted into engineering schools without calculus do not do well. One of our students was a valedictorian. She went to the Arizona University for one year, and then applied to MIT and was accepted. She wanted to major in engineering, but was afraid her preparation was not up to MIT standards. She was right; she is carrying a 2.8 GPA. Her first attempt at Calculus produced an F grade; her second attempt produced a grade of B. We hate to see students try their best, and just not have the best preparation in high school, and have to remediate in college.

We are reservation oriented. We have a quasi-requirement that students have some contact with their tribes and communities, and have some strong links to their tribes and families at home. We stress service to Indians to our students. As of the Summer of 1996, we had produced 110 graduates, and over 80 are working for an Indian tribe, an Indian school district, an IHS hospital, or some other Indian organization. At least 12 of them are in graduate school.

Some of them will not be able to get jobs in Indian Country right away. The engineers, for instance, may have to spend two to five years working for a major engineering firm before they are ready to go on their own into the job market. Nurses, doctors, and many other professionals have to go through an internship of some sort before they are fully ready to function in their fields. Often this internship or residency must be served off reservations. But when it is over, we try to ensure that most of our students return to their communities to help develop and improve them.

We have achieved some outstanding results in our first ten years. We have a total of 110 graduates as of September 1996. Our overall retention rate is 96.8%; we have lost 10 students out of

316 we have funded. We had 159 students on scholarship last school year and expect to have 180 on scholarship for 1996-97.

By the year 2001, our goal is to have 50 Exemplary Projects in Indian Education (EPIE) in Indian Country, at the kindergarten, elementary, intermediate, middle school, high school, and college levels. We are seeking foundation funding now to add a staff person for three years to coordinate this project.

We are making great progress with this project. When we started looking for Exemplary projects in 1986, we found none for three years. By 1990, however, we had found three. By 1993 we had found 12, and published the first edition of this book (EPIE-I). In February, 1996, we held the First Annual Exemplary Institute in Gallup, NM to train people in developing EPIE projects. The Second Annual Institute will be held in Gallup in February, 1997. The Advisory Committee of the Institute is made up of 22 school superintendents in the Four Corners region.

We have also accomplished a great deal in building a solid base of support for our programs. We have 8,000 individual donors who give funds now, with a goal of having 50,000 by the end of the decade. We solicit these donors each month, and have them divided into over a dozen categories--large, medium, initial, monthly, annual, etc. They give from $15,000 a month to over $60,000 a month, with an average of $35,000 a month.

We also have over 90 foundations which have given us grants within the past ten years. So far seven have given large amounts. A Packard grant allowed us to hire a Development Officer for one year; she raised $194,000 in the first year from foundations, and raised $15,000 from corporations. A Weyerhaueser grant in 1992 allowed us to hire Lyssa Danehy as a recruiter for one year, and an EFA grant allowed us to hire Lynette Charlie as a recruiter for one year. During the year they were on grant money, they made contact with over 2,000 high potential students, and resulted in having 88 completed applications.

We now have over 50 corporations which help support our students. Last year, they gave some $40,000. We have not yet had a person on staff to raise corporate funds fulltime, but look forward to having one on staff in FY 97. Then our corporate income will begin to match our foundation income. Within three years, we expect to have over $400,000 a year coming from each

sector, for a total of $800,000 from them. At the same time, we expect to have $900,000 a year coming from special events and from individual donations, for total income of $1.7 million a year.

Our fourth largest source of income, after individuals, foundations, and corporations, is training. We made $40,000 in profits from doing this training between Spring 1992 and February, 1993. In FY 96 we made $15,000 in profits from seminars, which went into scholarship payments.

Our priorities for funding are math, engineering, science, business, education, and computers (MESBEC for short). Students who major in other fields can and do receive scholarships from us, but we tell these students repeatedly that such a student will have to have a better record than a student in the priority fields of study, because readers automatically give more points to priority areas of study.

These priorities were decided upon at the first board meeting of the Fund in the Fall of 1986. They were decided upon because the Board of Directors wanted to impact on the "critical professions." We define them as critical for two reasons: (1) there are few Indians with degrees in these professions, and (2) there is a great need in Indian Country for people with these degrees. For these reasons, we have had no problems with our graduates obtaining jobs. Most of them had job offers before graduation. All of them are working.

Our scholarships are merit based, not need based. That is, students do not win our scholarships because of poverty or financial need. They win them because they demonstrate high academic work, leadership, and so forth.

Development of the scholarship program is the first of four planned steps in the development of NASF. In addition to scholarships, we plan to develop an education association to advocate for improvements in Indian education, a think tank (research institute) to gather facts for policy makers to use for option planning, and a venture capital firm.

The second group, the National Coalition for Indian Education, was formed one year after NASF was formed. It now has over 600 Members, and 900 past Members. It publishes a newsletter three times a year, and has held eight annual conferences. It has

done training and consulting work for some tribes and school districts.

The think tank has started, but not with name. The first project is underway. It is a survey of the condition of Indian school facilities. Some 292 school principals and 130 superintendents responded to a survey, and we are in the process of writing a book on the results.

The venture capital firm will be a way for NASF to actually invest in the creation of jobs on reservations. This will be a profit-making venture. Some of our graduates will be prime candidates for business start-up. It will not be restricted to our graduates, of course, but to anyone with a sharp business sense, a sound business plan, and the necessary motivation to make a business work on a reservation. We want to concentrate on the basics--food, housing, clothes, fuel, transportation, etc., and help to keep money on reservations to increase wealth for Indian people.

Our development is proceeding along a path which we laid out in 1987 and which the Board of Directors approved. We plan to be raising $5 million a year in private sector income by the year 2003. Our actual income for the past ten years has been as follows:

FY 87	$4,856
FY 88	21,368
FY 89	79,218
FY 90	111,931
FY 91	260,248
FY 95	553,000
FY 93	559,375
FY 94	399,437
FY 95	990,737
FY 96	689,256

Our recruiter, Lucille Kelley, handles all contact with students, including:

- Funding 159 students in FY 96.
- Helping students identify and apply to all sources of funds.
- Developing and implementing pre-application procedures to determine if students are eligible for awards, before they do all the work of

completing an application.

- Visiting 20 high schools each month.
- Helping students to write sound, intelligent essays as part of the scholarship application process.
- Developing a bibliography of scholarship directories which has been widely circulated in Indian Country and to all Indian high schools.
- Helping students identify summer camps and get accepted to them; we also developed a list of potential summer camps for Native Americans.
- Partly causing six of the 80 high schools to upgrade their math offerings to include Calculus.
- Steering over a dozen Indian paraprofessionals in the schools to go to college and work toward completion of their education degrees.

We send press releases on our MESBEC/NALE programs which are widely printed in the 210 Indian newspapers. We also wrote to all the major publishers of scholarship directories to ask for two donated copies of each directory. Over 90% responded with two or more copies of the book. This enabled the recruiter to take the scholarship directories to the high schools to help seniors identify the private scholarships to which they can apply.

We found in FY 91 that none of the 35 schools we visited had even one private scholarship directory. By default, the high schools assume that all Indian students, if they attend college, will attend on financial aid support. In at least 15% or more of our cases, this is not accurate. The Recruiter tries to get the school libraries to buy the scholarship directories, and some of them are starting to do this now. But in the meantime, we have portable libraries which we take into the schools.

We require applicants to apply for all other sources of funds for which they are eligible. This includes income from parents, income from the student's own work, private scholarships, financial aid programs, VA, Social Security, savings, spouse's earning, and other miscellaneous (interest income, savings, AFDC, TA-ships, RA-ships, internships, Cooperative work programs, tuition waivers, athletic scholarships, institutional scholarships, etc.)

When we introduced the idea of private scholarships, the second-

largest source of college aid, to Indian students in 1987, it was a foreign concept. We had to pay for students to travel up to 200 miles to the nearest college library to search for scholarship sources.

Our policy is:

> ALL APPLICANTS MUST APPLY TO ALL SOURCES OF FUNDS FOR WHICH THEY ARE ELIGIBLE BEFORE THEY ARE ELIGIBLE TO APPLY TO NASF.

This year, we are not reading and ranking applications from students until they have completed this process. They are still eligible to apply to us, and we place their applications on hold until they complete the process. We have found that the various fields will yield the following numbers of scholarships for a typical student:

- Engineering, 35-45 scholarships
- Medicine, 30 scholarships
- Business, 25 scholarships
- Science, 15-25 scholarships
- Math, 10-20 scholarships
- Computers, 15-20 scholarships
- Education, 15 scholarships
- Social sciences, 10-15 scholarships
- Liberal arts, 10 scholarships
- Law, 15 scholarships

These are approximate numbers of scholarships that a typical student in that field will be eligible for. Students who apply themselves can win 15% to 30% of these scholarships. That is, a student who identifies 20 and applies to all to them should win three to six scholarships. These can be from $250 to up to $2,000 or even more. Thus hard-working students can win from $1,000 to as much as $10,000 in scholarship awards. One student, not one of our applicants, from Macon, Georgia, named Angel Ragins, applied to 200 scholarships and won awards from all of them! Her total was over $300,000 for four years of study. We send copies of the two-page write-up on Angel which was in Parade Magazine to our applicants, to inspire and motivate them.

We are also trying to get high schools in Indian Country, which are mostly public schools, to buy the minimum scholarship directories. The bibliography has been sent to all 847 Principals of high schools in Indian Country, and to all 847 Counselors at

these schools. At this point, we do not know how many of them have bought scholarship directories.

We have also started to make loans to students. The Frost Foundation of Colorado gave us a grant to start a revolving loan fund, which has been implemented in 1993. So far, we have not emphasized loans, and have not given any to freshmen. Giving loans too early is a cause for dropouts for many Indian students now. In the future, we plan to make two-thirds of our package to students outright grants, and one-third loans.

Our policy is that students must seek all sources of funds, and make sure they have the money they need for college before they enter. That has to be one of the major reasons for our phenomenal success rate of 96.8%. We have the following maximum amounts of awards we will give to students:

	TYPE OF COLLEGE	
	Public	Private
Grants	$2,000	$3,000
Loans	1,000	5,000
TOTALS	$3,000	$8,000

Thus our maximum amount will cover about 37% of the cost of a typical student living in a dorm at a state university, which will total about $8,000 for the year. It will cover 30% of the cost of attending an Ivy League, which runs from $23,000 to $30,000 a year.

One of our main functions is getting students ready for college, and not just paying for them to go. Our experience over the past ten years has let us set out the most important things which a student needs to do to be completely ready for college. Appendix 1 shows our college preparation checklist. We use this checklist internally, and keep track of potential students, usually juniors and seniors in high school, with it. If they want a copy, we give them one. In time, we will start this checklist with middle school students, and follow them all the way through high school. We will eventually need seven recruiters to accomplish this mission in the 847 Indian high schools.

One of the most important things we do is direct mail. We raise money through the mail. We counsel students by mail. We send out publicity through the mail. We sell books through the mail.

We sell training seminars through the mail. We keep in touch with our network of high school teachers and counselors through the mail. We collect data for surveys through the mail.

So mailing lists are very important to us. We maintain over 200 mailing lists on file, and update them annually and semi-annually. The total number of addresses we have on file exceeds 200,000. We have lists of JOM projects, tribal higher education and scholarship offices, Title IX Indian Education Program grantees, tribal colleges, Native American Studies projects in colleges, and many, many more. We have every tribe in the nation in our mailing list files, and every JTPA, IHS clinic, and Indian housing authority in the nation.

We are constantly adding to our mailing lists. Every day, several counselors who want brochures on our programs call. Every day, someone who wants to attend one of our seminars calls. And so on. We keep all these addresses, and add them to the appropriate list.

Our deadlines are March 15 for summer school, April 15 for Fall semester or quarter, and September 15 for Winter quarter or Spring semester. Students who do not complete their applications with us by the deadlines are not eliminated from competing for awards. Their applications are kept on file, and they can complete the application and compete for an award on the next cycle.

We notify them via checklist every time they send in anything. We use a checklist which shows them everything found on page four of our application form; when we have the particular piece of documentation, we check it off. When the checklist is complete, the application is complete, and we notify them of this. Most students send information in one or two pieces at a time; very few send the whole application in complete. Mostly the letters of recommendation, which are supposed to come to us directly from the letter writers, are missing. The checklist is our way of letting students know what is still missing, to help them. Most scholarships organizations do not do this.

Until five years ago, the Board of Directors read and ranked every application. But after reading all 88 applications in summer 1992, they decided to ask some other Indian educators to help them. This year, each Board member will be on a panel with two non-Board members, and all three will read each application assigned to them. The average scores are then used to come up with a

ranking from the best qualified to the least qualified students.

In advance of the reading and ranking, the Board makes a determination of how many students we can afford to fund. Last year, that was 40 new students. This year, it will be about the same number. The applications are then read and ranked, and awards are made to the top students. When the total number is reached, the students below the cut-off point are sent notices that they did not win awards. We explain that our scholarships are very competitive, and that they should not feel bad because they did not win. We tell our winners, as well as the non-winners, that they should study hard and make the very best grades they can.

14. **Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?**

It can be replicated by others who are willing to take a "vertical" approach to college education for Indian students. That is, to have a successful group of Indian students get through college, they have to be prepared starting at an early age. They can be started as late as ninth grade. But if they are started that late, they have to be willing to work 10 to 12 hours a day for four years to make up for not being well enough prepared in middle school and elementary school. A better way is to start in intermediate school with a concentrated program of reading, math, and science, and continue this through middle school and high school.

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

We provide half a dozen training sessions of two days each per year on how to prepare Indian students for college. We conduct workshops at the annual conference of the National Coalition for Indian Education and at other national meetings. We maintain exhibit booths at a few meetings each year. Most of our outreach is directly to schools, tribes, health clinics, and the like. We send staff to several training sessions each year, e. g., National Society of Fund Raising Executives, computer training, management courses, American Institute of Certified Public Accountants.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

We have contact directly with the parents of about half our

students. We keep getting better and better at making contact with parents. This year, we will hold individual sessions several times each year with all potential applicants AND their parents, starting with middle school. Many of our students are independent adults, with families, whose parents are no longer involved with their education and nurturing.

17. **Please describe how students were selected for the program. List criteria used in selection.**

Students must meet the following criteria:

1. They must be Native Americans
2. They must be attending an accredited college or university in the U. S.
3. They must have exhibited some leadership qualities.
4. They must have high grade point averages.
5. They must have high pre-college test scores.
6. They should have done all the things they need to do to be ready for college study.
7. They must be full time students.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

Publication of dozens of newspaper and magazine articles.

APPENDIX

COLLEGE PREPARATION CHECKLIST

_____Student should take four years of math in high school
_____Student should take four years of English in high school
_____Student should take three years of science in high school
_____Student should take a foreign language class or classes in high school
_____Student must identify the colleges which have his/her major
_____Student should set clear career goals
_____Student must meet with academic counselors
_____Student must gather information from colleges
_____Student must identify all scholarship organizations
_____Student must write to scholarship organizations for application forms and guidelines
_____Student must take the ACT or SAT test by the end of senior year
_____Student must apply to all funding sources
_____Student must keep good records of his search for funds
_____Student must have all personal records i.e., birth certificate, Certificate of Degree of Indian Blood (CDIB), diplomas, and certificates
_____Student should visit colleges
_____Student should attend Career Days
_____Student should attend summer science, math, and English camps
_____Student must meet with teachers regarding homework or test results
_____Student must seek tutoring if he is having problems with course work
_____Student should take a course to learn study habits
_____Student must do homework
_____Student should read two hours per day
_____Student must learn library research
_____Student must have excellent attendance
_____Student must be involved with extracurricular activities of his interest
_____Student should compete for awards of recognition for his academic accomplishments
_____Student should be involved with his community and present himself as a role model
_____Student should attend tribal council meetings, especially when they relate to education issues

MISSISSIPPI BAND OF CHOCTAW ADULT EDUCATION PROGRAM

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Ms. Laura John
Title of Contact	Director
Address of Contact	P.O. Box 6010
City/State/Zip	Philadelphia, MS 39350
Telephone	(601) 656-5251, Fax (601) 656-1902

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

   Adult education has been a priority for the Mississippi Band of Choctaw since the early 1970s. In 1975, the tribe received a Title V grant that enabled them to develop and implement an Adult Education program. The program includes GED preparation, career development, consumer education, and basic computer instruction.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

   The 23 classes offered by the program draw approximately 300 adults from the eight Choctaw communities in the Philadelphia area. Additional support for the students includes transportation, some child care, and recruitment and retention programs. Counseling services are also provided by the staff.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

The Choctaw Adult Education program has been in existence since 1972. The program has had 100 or more personnel work in the program since that time. Paraprofessionals were hired with either a high school diploma or GED certificate. A program called a career ladder was set up for paraprofessionals to work toward a Bachelor of Science degree in education. Eventually, the paraprofessionals became instructors as positions were vacated. Instructors or directors were hired based on a BA, BS, or Masters degree.

All program staff are Choctaw tribal members and are fluent in the Choctaw language. This has enabled the program to offer instruction that is largely bilingual in nature. Staff members have proven their dedication through day and night availability, and by demonstrating skills as social workers/counselors, as they assist the adult student in many difficult personal situations. The instructors are not only teachers, but role models and friends for their students.

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

The program was selected as a Showcase Project in October, 1990 by the Office of Indian Education in the U.S. Department of Education. The program has also been selected several times as a showcase project for the National Association for Public Continuing and Adult Education. The program was also featured in the publication "Promising Programs in Native Education", published by the Regional Educational Laboratory Network.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels. etc.**

See #3.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

The program received funding under a Title V Indian Education Act grant, Adult Literacy. Building locations for classes are provided by the tribe. The project also uses Bureau of Indian Affairs funds for English language instruction, drivers education, and adult basic education. Further services come from the Choctaw Tribe at no cost, and allow the program to run smoothly.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

Project success is measured several ways -- through keeping records of the number of individuals working toward particular goals, through teacher assessment of student progress toward these goals, through measurement of performance on teacher-devised tests and GED practice tests, and through performance on the test of Adult Basic Learning Education (TABE), a test of 2-3 hours determining grade-level placement.

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

In 1971, a demographic study was conducted to determine the needs of the Choctaw people. In this study it was found that many adult Choctaw had no marketable skills, and no basic reading and computational skills. The Choctaw Tribal Council saw a need to improve the education level of the tribe. Since 1972, the Tribal Council has been fully supportive of tribal educational endeavors.

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

In 1972, the Tribal Council began its adult education classes in seven communities. Prior to starting classes, instructors and paraprofessionals made home visits to recruit students. The GED program has graduated nearly 600 adults since 1972. The high school dropout rate has declined with the initiation of the intervention program. The Adult Education program is designed to serve adults who are 18 years of age or older. Our program is currently serving a much younger population than the initial groups educated in 1972. During the last 24 years, far more Choctaw adults have been offered the opportunity to earn their GED, or simply improve their education, at no cost and with convenient scheduling.

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)**

Data are collected through teacher assessments of individual

students, by analysis of test scores on the TABE tests by adult Choctaw students, by participant reaction to the program, and through an informal survey of tribal leaders in each community.

Student tests include the Gray-Votaw Rogers series, teacher-made tests developed by evaluators, TABE tests and CASAS. The TABE test has been found to be the most effective indicator of learning strengths and weaknesses.

12. **Please describe any technology which was used with project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

The Adult Basic Education began with workbooks, paper, and pencils. The classes were conducted in school buildings, facility buildings, or trailers. The program changed with advances in technology in order to create a better learning environment. We now have a computer lab at Pearl River community and one or two computers in each outlying community. The classrooms are structured to accommodate learning style differences and are grouped in levels 1, 2, or 3. Basic computer instruction includes software instruction.

13. **Please describe the methods, in detail, used to bring about the results.**

Adult students are offered classes at several different locations, with two evening sessions and one day session. In larger communities, classes meet two to three times weekly. Day trips are scheduled to allow for field experience. Resource speakers and workshops are utilized for the consumer education and career development units. Many times, students who have completed the program return to attend further classes in order to maintain or improve their skills.

14. **Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?**

The Adult Education program is feasible in any community where there is a need for it, where there is a significant adult population lacking basic education and computer skills. The necessary element is staff members who are decicated.

15. **Describe any outreach to other schools and/or similar projects you have done, such**

as networking, exchanging information, providing training, receiving training, etc.

Over the years we have developed good relationships with different tribal programs to aid in staff development or for information purposes. The program believes in networking with different entities in order to educate the students on the services available to them, and how they can access these programs.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

Not applicable.

17. **Please describe how students were selected for the program. List criteria used in selection.**

All adult members of the Choctaw tribe are eligible.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

None.

TOTAL QUALITY MANAGEMENT PROGRAM

1. List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.

Name of Contact	Mr. Todd Bergman
Title of Contact	Quality Coordinator
Address of Contact	Mt. Edgecumbe High School 1330 Seward Avenue
City/State/Zip	Sitka, AK 99835
Telephone	(907) 966-2201 Fax 966-2442

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

   Total Quality Management, school-wide.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

   All high school (boarding & day) students.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

   Mr. Linwood Laughy, Superintendent
   Mr. Bill Denkinger, Principal
   Mr. Todd Bergman, Quality Coordinator

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

Articles in education magazines (NW Education Lab); filmed by PBS, CCM, Teacher TV Productions. The program has also been featured prominently in TQM conferences.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

Alaska Natives from grades 9-12 across the state, mostly rural areas.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

All school funds.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

Tardies, dropout rate, teacher turnover rate, employment rate of graduates, graduate survey resulting in the McDowell Report.

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

Tardies: 34 per week
Dropouts: high
Teacher turnover: high

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

Tardies reduced to 10 per week. Dropouts reduced to zero for 1990-91. Teacher turnover reduced to zero for 1990-91. Graduates: 80% in postsecondary education, 9% work full-time, 2% unknown/unemployed, 2% homeworkers, 7% military.

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)**

Data are collected by the Principal and the CIP Coordinator, by students, and by teachers, in addition to an independent survey

done of the graduates by the McDowell Group.

12. **Please describe any technology which was used with the project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

Two hundred computers for 285 students, ratio of students to computer 1.4:1.

13. **Please describe the methods, in detail, used to bring about the results.**

1. Four 90 minute classes per day.
2. Cooperative student learning.
3. Treat students as customers, not just recipients of learning.
4. Use better tools - computers (200 for 285 students), laser disks, science equipment, study times, multimedia, cameras (video and snapshot).
5. Train students in library technology.
6. Open computer lab, library, and science facility at night to all students, average 45 students per night.
7. Increase homework to 15 hours a week.
8. Control student discipline through peer pressure.
9. Promotion of school mission.
10. Reduce number of withdrawals.
11. Increase teacher decision-making.
12. Provide one week of quality training each year.
13. Track progress of graduates.
14. 1.4:1 student-computer ratio.
15. De-emphasize job titles.
16. Develop extended family concept, teachers/students/parents.
17. Adopt "Glasnost" as part of school philosophy.
18. Teach and use long range planning/flow charting.
19. Train teachers to write grant proposals.
20. Student involvement in classroom management.
21. Use students as quality trainers and tutors.
22. Saturday schools in current issues.
23. All teachers can use computers.
24. Train teachers and students one and one-half hours a week in quality processes.
25. Students study 20-25 hours per week.

14. **Please describe how your project can be replicated by others. Is it specific to one**

population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?

The Total Quality Management Program can be replicated by anyone; it is not restricted to a specific area, population, or persons.

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

Continuous CIP training three hours per week for staff. Extensive publicity in education media.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

Parent Report Card done on school by parents once a year.

17. **Please describe how students were selected for the program. List criteria used in selection.**

All students at MEHS (public school).

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

Following this description.

The Application of Quality Management Principles in Education, at Mt. Edgecumbe High School, Sitka, Alaska

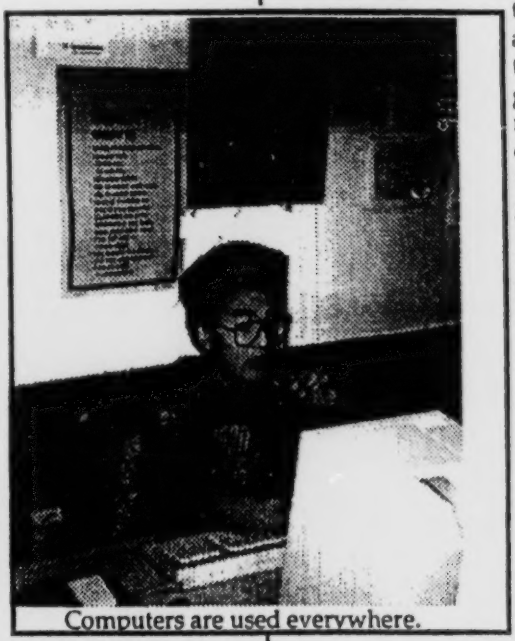
Myron Tribus
November, 1990

INTRODUCTION

Mt. Edgecumbe High School (MEHS) is situated on a small island across the channel from Sitka, Alaska. Started in the 1947 as a school for Native Americans, in 1984 the school was removed from the control of the Bureau of Indian Affairs and converted into an "alternative" school under the control of the State of Alaska.

The phrase, "Native Americans", denotes a variety of peoples descended from the Tlingit, Haida and Tsimpshean Indian tribes as well as Eskimos and Aleuts. Archaelogists have traced Aleutian culture back to 6,000 B.C. Some portions of the Eskimo culture have been traced back to 300 B.C. They are the descendents of a hardy race of people who learned how to survive for centuries in a harsh natural environment. Now they have to survive "civilization".

Alaska is a very large state with the smallest population of all the 50 states. This population is spread over a land mass more than twice the size of Texas. With such a low population density, it is difficult to maintain high quality high schools in the small villages and towns. (From the fourth to the eighth grade, I attended a one room schoolhouse in a rural area, and while we did not have many so-called modern facilities, I often think that being in a school where the eighth graders taught the fifth graders and all 17 of us played together at recess, gave me a better start than if I had been in a big city school.) At the high school level, it just isn't possible to equip a large number of small schools with all the facilities they require for a first rate, modern education. MEHS is one of the solutions to this problem attempted by the State.



Computers are used everywhere.

MEHS is a residential school with about 210 students and teaching faculty of 13 people.

I went to Sitka during the first week of November, 1990, because I had heard that the school was engaged in a unique experiment in education, applying the quality management concepts of W. Edwards Deming to the operations of the school. This is a report of what I found.

THE INCOMING STUDENTS

It is important to understand the origins of the students at MEHS. Many are drawn from the same population which would have come to the school when under the Bureau of Indian Affairs, that is, the students are 90% "rural". Some come from villages and settlements in Alaska with too few students to support a well equipped high school., while others come from modern cities such as Juneau.

The average income in rural Alaska is low, compared to the rest of the USA. At MEHS there is a mix of native Alaskans, having their own tribal customs and language, along with the children of immigrants, from "the lower 48", who came to Alaska, seeking a different way of life. All types are brought together at MEHS.

Larrae Rocheleau, the Superintendent, described the incoming native Alaskan students this way:

"Our Native American students, for the most part, have extremely deep ties to their heritage and are struggling to keep the values and pride of the past while adjusting to a world dominated by another culture, another language and different social values. We attempt to nurture that Native pride and build on those positive feelings without emphasizing the negatives of adjustment"

The Superintendent is clearly an idealist. That fact comes through as soon as you start to interview him. He is also a very practical man. He accepted the job of starting a new school because he wanted to create an institution which would make the most of these young people. He was not interested in creating an elitest school. "Our job is to provide value-added education, not to select a few who don't really need us." One of his major objectives was to turn these students into entrepreneurs who would go back to their villages and make a difference.

Myron Tribus divides his time between Exergy Corporation, a company which is introducing a new approach to electric power generation, and his work as a consultant in quality management. With over 30 years experience as a teacher he has also served as Assistant Secretary for Science and Technology in the US Department of Commerce. He was a senior vice president in the Xerox Corporation and Director of the Center for Advanced Engineering Study at MIT. He is a colleague of W. E. Deming.

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The State Board of Education and the Superintendent recognized that Alaska is a member of the Pacific Rim Countries and that Alaska's natural trading partners are Japan, China and the countries of Asia. In that spirit they decided that all students would learn either Chinese or Japanese. The Superintendent planned courses in entrepreneurship and sought teachers who would use "project oriented learning" as a way to get the students into the habit of being purposeful in the application of what they learned. The Superintendent recruited faculty who shared this view.

HOW DEMING'S IDEAS ENTERED THE SCHOOL

The new faculty shared the vision of the Superintendent, but among them was one who was extremely enthusiastic. David Langford saw in the plans for the school an opportunity to fulfill his own ambitions as a teacher.

According to the Superintendent and David Langford, the school ran with enthusiasm for the first three years. Then it began to "flatten out". A fortunate turn of events changed the school's approach. During one of David's excursions to the "lower 48", visiting Gilbert High School in Phoenix, he attended a session with an executive in a company involved in the quality movement. David was intrigued with TQM concepts. He followed up by reading as much about quality as he could, by talking with executives who were in companies applying TQM and by quizzing the quality experts he could find. David concluded that Deming's ideas could and should be applied in education. David persuaded the Superintendent, Larrae Rocheleau, to accompany him to another Deming Seminar and both men came away convinced Deming's message would apply to their school.

David began by introducing Deming's ideas into his classes in Business and in a special course he dubbed "Continuous Improvement". In this latter course the students read *Out of the Crisis* while David prepared workbooks for the students to use to develop data on their own study habits. Although the first efforts were far from perfect, the students took to the instruction with great enthusiasm.(S box below, left) By applying simple run charts to their own study habits they began to discover and remove inefficiencies from their own lives. One student reported that whereas he had THOUGHT he was spending two hours in study, by keeping records he found he was spending only about 35 minutes!

David experimented with different approaches to over-

Journalism class, with Kathleen McCrossin, where students produced a high quality newspaper.

coming student indifference to learning. Before he became involved in quality management techniques, he observed a general lack of motivation on the part of the students. He found, however, that if he spent a great deal of time at the start of the semester (some would say an inordinate amount of time,) discussing such questions as "Why are we here?", "What do we want to get out of the course?", "What are the barriers to success?", and in general, examining the question, "What does it mean to do this course with quality?" he caused the students to examine their own objectives and thereby alter their attitudes. The result was that in the remainder of the semester, the student enthusiasm, drive, and efficiency so improved that they learned much more than they otherwise would have learned. What was "lost" at the start of the semester, was more than regained in the remainder. It takes a great deal of courage to break with tradition this way. It could not have been done without the support and encouragement of the superintendent. Those who would attempt something similar should keep this point in mind.

Having taught elsewhere, David was impressed with what a difference the explicit examination of quality made in student performance. Through this dialogue, the students developed their own sense of why they studied. When I asked students about this they concurred, saying, "We really didn't understand before. Then we just did what we were told, but didn't think about it".

David's first workbook on the use of statistics was highly creative and original but because he had no formal training in statistics, it contained several errors. However, when these were pointed out he quickly corrected them. There are a few text books which have been aimed at teaching statistics in high schools but none of them have been written to present statistical thinking as a "tool" for a student to use to improve their own approach to learning. David Langford's workbook is, to my knowledge, the first attempt in this direction.

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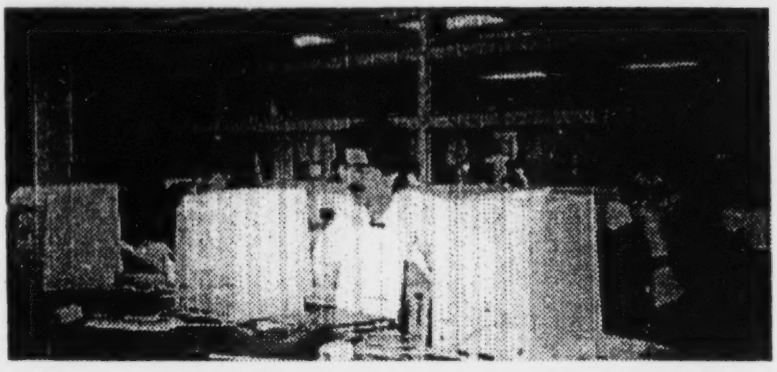
unexpected dividend was that the student's enthusiasm for this approach to learning began to affect the other teachers. Indeed, it is fair to say that the students in David's class in "Continuous Improvement" became the shock troops of the school. Gradually, some, but not all, of the teachers began to follow David's example and adopted similar approaches. The students in these classes became "co-managers" of their education. The teachers became enablers, not task masters. Morale improved. Motivation improved. With the Superintendent's enthusiastic support, TQM was launched.



For students and faculty, alike, the computer is a tool, useful for all classes. Here, for example, is Don Surgeon, who teaches global issues and government, working alongside students from other classes.

PURPOSE IN EDUCATION

One of the basic tenets of Deming's teachings is that individual workers cannot know what to do to contribute to the enterprise if they do not understand and give support to its purpose. Furthermore, this purpose must be constant and not changing every day. It must be a purpose which attracts their hearts and minds. The students, the faculty and the administration spent considerable time developing a consensus about the purposes of the school. Given a purpose for the school, the teachers and students translated the school purpose into the purposes of their classes. The students could relate these to their own purposes. This affirmation took time, but it provided a good basis for attacking the task of applying continuous improvement, for now everyone knew the direction they should take.

One weakness, which became apparant later, was that the people who work at the dormitories were not part of this consensus building. During my visit it became clear that this deficiency would have to be rectified. The class-rooms and the dormitories are physically separated by being at opposite ends of the campus. During a session with the dorm personnel, it became evident that they are eager to be involved. Actions are now underway to include not only the dorm personnel, but also food service, office staff and maintenance personnel.

The faculty and students have continued to work on the educational objectives of the school. See, for example, the statement of purpose adopted through consensus reproduced at the end of this report.

The purpose of the school was not crafted on high and handed down to the students. Because it is the product of consensus building at all levels the statement of purpose of the school permeates all aspects of campus life. I believe this is unique among educational institutions at all levels.

SPREADING THE COMPETENCE

As more of the teachers began to show an interest, David and the Superintendent developed workshops in which the teachers could develop their skills and understanding of continuous improvement.

In this effort they were handicapped by not having been trained in TQM themselves. They attempted to adapt whatever they could read in various sources. They acquired videotapes from the Juran Institute, from MIT, from Bill Conway, from anywhere they could (on a limited budget). They also read widely in the literature of the social science. The Superintendent, for example, was greatly influenced by the writings of Covey (See box, below, left) The faculty are aware of this lack of training and are eager to learn.

On the other hand, I concluded that their isolation from the main stream thinking was an advantage. They had to learn to recognize and solve their own problems. Had they been exposed to the "advantages" of training, it seems likely to me they would not have been so bold and would not have taken the novel paths they did. They are now positioned to be very critical learners and in some areas, leaders.

The students exhibit a surprising maturity with respect to TQM. What they know, they know well. At the end of this report I have reproduced a student analysis of the problems they see other people (and themselves) having in changing paradigms. What they found, on their own, in MEHS, describes many of my own experiences, on four continents, over ten years.

Covey, Stephen R. The 7 Habits of Highly Effective People, Simon and Schuster, 1989

I faculty members are familiar with Out of the Crisis

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WHAT I SAW DURING MY VISIT

During my four day visit I met and talked with students, faculty, administration, dorm managers, the nurse, the counsellors and a few people from Sitka and the Sitka School System (across the channel, on the 'big island'). To my knowledge, this is the only school in the world which is attempting to apply Deming's ideas to the totality of education. I know of many schools which are doing some parts of TQM, but no other school, at any level, to my knowledge is trying to do it *all* in an integrated fashion.

I looked at student homework (mostly done on a computer), talked with the students, quizzed them about their understanding of what they were doing, and what they had learned. I talked with the faculty, trying to judge their commitment and understanding of TQM. I talked with the administration.

My reaction? Amazement and admiration. A young girl, of Tlingit/Haida descent, in her junior year, asking me about how to get into Harvard. Another girl, probably about 17 years of age, talking seriously with me about how people in industry are working to remove the effect of fear which an executive of high level might engender in a worker with whom he talked. Or wanting to know if so many levels were required. In a biology class, taught by Gary Jarvill, I reviewed the hypercards the students had prepared as a form of "computerized-mini-encyclopedia" suitable for instruction. Only a few minutes of examination of the student prepared hypercards and I understood that no one could prepare this information in such a form without having learned it very well. One student's deck of hypercards had 76 cards in it, each one linked to the others in a logical fashion. By clicking on one card the user could inquire into the influence of soil chemistry on the plant. By clicking on another icon the user could learn about the economic importance of the plant in Alaska or how the plant reproduces itself and spreads.

From these hypercards anyone can see that the students have learned some *facts* about biology. But more importantly, from the way the facts are organized, it is also clear that they have learned how to relate these facts to one another in a logical fashion. In this stage of learning, they could use the hypercard structure as a tool. But beyond that, they had learned how to organize their knowledge of facts. In my own experiences as a teacher, I always found this the hardest to teach at the college level. Here I saw it happening with high school juniors.

In the class on entrepreneurship, taught by Marty Johnson, I watched the students prepare and package smoked salmon for sale in Japan. The students had used a taste panel of local Japanese to determine the flavor and texture Japanese people liked the most. Then they developed a standard procedure to produce the same taste and texture every time. To achieve the desired taste required using a certain kind of salmon, exposing it for a certain time and temperature, using a special brining solution, which they had determined experimentally yielded the proper taste, and a certain amount of time in the smoke from the right mixture of wood shavings, using slices of the fish cut to a certain thickness and size. By studying the packages of smoked fish sold in Japan they developed an attractive package which would fit in small Japanese refrigerators. They developed their own distinctive label, in Japanese, of course, and they test marketed the product in Japan. In 1989 the students received an order for $140,000 worth of the smoked salmon that they could not fulfill. At the time of my visit they had received another order, this time from a Korean Company, which would amount to over $600,000 per year! Their current problem was that the company, which had asked to take on the task of fulfilling the order, did not want to follow their quality standards. I do not know what they will decide to do.

Bill Denkinger, Principal, with entrepreneurship students from Marty Johnson's class, with their smoked salmon for export to Japan.

The high school class is becoming the source of local expertise just as the Superintendent had hoped it would become, though I doubt he expected it to happen so soon and on such a scale.

In this class I had good discussions with the teachers and students over how to use SPC to gain information on the variability and perhaps to reduce it.

The students and faculty have not yet studied design of experiment. The course on entrepreneurship is obviously a wonderful situation in which to learn about it. Ron Moen has been teaching design of experiment to junior high school students. When I telephoned him for help, he was greatly interested in sharing his work. Ron and David hope to meet this summer and to build on Ron's experiences.

One course which I saw only by videotape, but which impressed me greatly, is the "Ropes Course", which is similar to the "Outward Bound" courses which have been so much publicized. At the start of the school year all the incoming students and all of the faculty participate in this course. The students (protected by suitable safety harnesses) undertake a number of challenging activities such as climbing to a high place and falling backwards to be caught by their classmates, or leaping to grasp a trapeze

bar about 30 feet high, or jumping from a shaky platform, high on top of a pole, with safety provided by classmates on the end of a rope. In another exercise, they take turns leading one another blindfolded through parts of the Alaskan wilderness.

Superintendent Larrae Rocheleau explained the objective of the course this way: "When the students arrive they are dependent. Their paradigm says, "I can't do it because you don't do what you are supposed to do". They look to "you" for guidance and support. By being challenged they begin to become independent. In this mode they say, "Yes, I can do it". They become not only self confident, but also self centered. They say "I" a great deal. Finally, some recognize interdependence and they say, "We can do it together". The objective of the course is not only to give self confidence, but to move the students from "You", to "I" to "We". Larrae believes that this course is an essential prerequisite to the success of all the other courses. Many of the students need to establish their self confidence, otherwise they will not try the things they are asked to do. They will be unable to form teams. As I see it, MEHS is trying to develop *autonomous team players.*

I did not appreciate how important the rope course is as a deliberate attempt to build character, until I met some of the first year students who came from a small community. I was reminded of youngsters I had met in the hills of Kentucky who came from similar (if warmer) rural backgrounds. When bussed to the county schools, they often do not take to the classroom situations where they are made to feel inferior. Thrust into an entirely new life in which they had to learn new habits of thought and in a very short time become independent learners, I saw many of them turn away, not because they were not bright enough, but because the system judged them on artificial grounds. An educational system which ignores the psychological aspects of the students' prior preparation (or lack of it) forever assigns them to the lowest rungs on the social ladder. In my view it is no educational system at all. Such an approach does not look upon the youngsters as humans to be developed. Rather it looks upon the young generations as a crop to be winnowed. The "Ropes Course", to the casual outsider, might look like a lot of fun (it is) but not as a serious element of education. The ropes course does for all the students what competitive athletic contests are supposed to do for a few. In my opinion, it does it better.

Deming's influence at MEHS is very strong. Here Bill Denkinger, Principal, David Langford, Instructor, Dr. Deming and Larrae Rocheleau, Superintendent, meet in Minneapolis in May, 1990.

DEMING'S IMPACT ON THE CURRICULUM

David's class has rewritten Deming's 14 points so that their application to education is more apparant. They have also identified the various "customer-supplier relationships". (See box at end of this report) After flowcharting some of the activities of the school and studying the objectives of the various teachers, the students and teachers, together, set about restructuring the system. (The words "peristroika" and "glasnost" often appear on the walls of the school, even in the Superintendent's office!) The class schedule was changed to combine functions. For example, when the students write a report for the entrepreneurship class, that report is accepted as part of the homework in English. (*Eliminate barriers between departments*) The students are expected to turn in a perfect report. The phrase, "No Excuses" appears everywhere. The students say, "We are after quality , not quantity. What is the point of writing a number of mediocre essays? Instead, let us write a few reports, but let them be excellent." The English teachers, Kathleen McCrossin and Ruth Fairchild, insist on perfect spelling, on good style, on correct grammer...in short on excellence. Actually, after an inquiry into what characterizes a perfect essay, the students do not have to rely on the teacher's judgment. They supply their own.(*Eliminate mass inspection*)

I inspected a few hypercards prepared by students on the theme "How to Write A Perfect Five Paragraph Essay". In this essay they discussed how to choose an appropriate title, how to write an introductory paragraph, how to structure a logical argument, how to develop conclusions and how to avoid cliches. Having, themselves, written such a learning instrument, they were equipped to apply the criteria themselves.

There are no grades, no "incompletes", no "F's". The task is not complete until the work is perfect. The students have defined perfection for themselves and, therefore know how to aim for it. (*Create joy in work)*

Incidentally, the first computer course begins by using the computer to teach speed typing. All students understand that they will do their homework on a computer, using word processors, spread sheets, graphics programs, etc. They appreciate the importance of being able to type well, because they know they will be doing so much of it. The typing exercise is the only one in which I saw the computer being used in the "drill and grill" mode. All other

One evening I spoke for a class David Langford and Larrae Rocheleu teach at The University of Alaska for people in Sitka. The local postmaster, a student in the class, complained bitterly that he is required, by postal rules and regulations, to rate all his people. Although his postoffice has three times received a rating of outstanding, due to his adoption of TQM, he still has to follow regulations. We had a spirited discussion in the class about what to do when the system forces a manager to use bad management.

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Students in the entrepreneurship class engage in problem solving sessions.

activities seemed to be creative; using the computer as a tool to accomplish something, as opposed to learning computers as an end in themselves.

In the business class I watched students preparing spread sheets to reflect what it will cost them to live in their chosen life style after they graduate. They take into account mortgage payments, taxes, cost of living changes, projections for cost of transportation, schooling, etc. In this way they learn the importance of inflation, interest rates and taxation. They analyze what it will require to live as they wish and in the process learn about graphical presentation of data, about simple finance, about business. I saw a great deal of mutual learning as students compared their results and taught one another some of the tricks of financial analysis. Because the students are working creatively on something which interests them, the teacher does not have to be in the room when classes start or during the class time. My host sat with me to discuss the course and from time to time a student would come with a question. Most of the times the questions were not answered but instead the teacher would pose a question or make a suggestion for something to try.

My visit coincided with the November elections. In the Alaska Issues and Government class, taught by Brenda Campen, I saw the result of some "desk top publishing". The students had prepared a small guide to voting, including a very well written essay on the importance of voting, an analysis of some of the propositions on the ballot and some of the candidates positions. When I first read it, I thought it had been sent from outside the school, it was that professionally written.

DISCIPLINE

Student behavior problems have all but vanished. I examined the data from the front office on the rate of "conduct report" issuances. In the last period examined, the number of students involved in disciplinary action varied between 1.5% and 0.5% of the student population.

All categories of discipline problems are analyzed separately (using the spread sheet, Excel) and examined graphically. There were a few minor errors in determining how to set the control limits. When I reorganized the plotting, it could be seen that the process goes out of control every weekend. The faculty is thinking of what to do about this "special cause". One faculty member, however, was concerned over the very low rate of discipline reports. Her concern was that there may be too much discipline and that this may result in psychomatic illnesses. I proposed that an analysis be made of visits to the nurse to see if they correlated with exams, etc.

I came away enthusiastic over what I saw. The attempt is genuine. The school is obviously at the beginning of a journey. The faculty is far back on the learning curve but well aware of what they have yet to learn. They do not practice the self delusion I encounter so often in my industrial visits. They know they do not know and are committed to doing something about it. The most prominant attitude is one of frustration at seeing a vision of what could be and having so far to go. But in my eyes, they have come a long way and have no need to apologize to anyone. I compare their achievements with what I know goes on elsewhere in the USA. I am aware of the poor preparation that many of the students have before they start at MEHS. Through the use of TQM the staff is able to devote more attention to each individual student. The students also help one another to become independent learners. This school is demonstrating the true power of education.

The extraordinary results MEHS produces with their students recalls the remark of Hutchins, when President of the University of Chicago, "No one knows what can be done with education because we have never really tried."

CHALLENGES

When a school undertakes such a radical change in education, it is bound to encounter new problems. The most difficult one to resolve is concerned with the evaluation of students and staff. The faculty, the students, and the administration, all agree that evaluation is destructive to the

While visiting MEHS I telephoned a few colleagues for assistance to the school. Former colleagues at MIT made a gift of the self study tapes on statistics by Lloyd Nelson. Ford Motor Company offerred to have David Langford visit them to see first hand how statistical methods are applied in industry. The headquarters of the NSPE responded immediately by sending educational materials. Ron Moen was enthusiastic to help. So were David and Carole Schwinn. Frank Voehl of Qualtec offered to pay for a visit to Florida Power and Light.

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learning process. Yet when the students apply for entrance to a college, they are expected to show the usual grades and test scores.

The faculty is confident the students will succeed wherever they go. 47% of the students who graduated from MEHS have entered college and are still there or have graduated. This is significantly better than the nationwide average.

Students who have left MEHS and are now in college report back that they are disappointed to find that the environments into which they have gone are not "learning environments". I was asked by several students to advise them where they could go to continue their studies of quality and be in a quality environment. I had to say I did not know of a single school, anywhere, that might meet their needs. Perhaps one of the smaller liberal arts schools, such as Antioch College, might be appropriate. I did not know (but I did put in a good word for Dartmouth College!).

The principal, Bill Denkinger, frets over the fact that he is expected to rank the faculty in his reports to the state. He sees such ranking as destructive to morale, but he is stuck in a system which is designed for a different paradigm.

On the other hand, the faculty is anxious to know how they are doing and wants to get feedback. They are sincere in their desire to understand if they are doing the right things.

Another serious problem arises because the faculty is essentially self taught in quality management. I was their first visitor who has seriously studied TQM. The teachers, students and staff were hungry for lessons in TQM methods techniques. They were especially weak in statistics, none of the faculty ever having had a course in its application to quality improvement. Traditional educational statistics courses are useless for a TQM situation. I did what I could, in a short time, to make some suggestions. Better than that, however, I used the occasion to do a little telephoning to people in the quality movement whom I knew would be interested.(See box, lower left, previous page) Everyone on whom I have called has indicated a willingness to help and the people at MEHS are eager to learn. I believe, therefore, that this matter of getting consultation and instruction in various aspects of TQM for the faculty will be relatively easy to solve.

I only wish I could find the same thirst for learning in the rest of the country.

Two students in biology class use a microscope to create a scanned image which they will use in their homework report.

IMPLICATIONS FOR EDUCATION IN THE USA

I went to Sitka because I had heard that the were using TQM in education. What I saw exceeded my expectations. It is also clear that what has been done at MEHS cannot be "cloned" and simply reproduced elsewhere. Mt. Edgecumbe High School is a residential school. The enrollment is very small, compared to the national average. The ratio of students to teachers is smaller than the national average. What we have at MEHS is a small laboratory in which it has been demonstrated that Quality Management Principles work in education.

The staff at MEHS is eager to share what they have learned. However, they are beginning to be swamped with phone calls, letters and their fax machine runneth over. During my visit a few of the faculty discussed with me the potential to hold a conference during the Summer of 1992, to which educators from around the USA would be invited. They have considered running a mini-summer school on their campus, complete with high school students, faculty and administrators from a dozen schools, as a way to provide "seeds" which might flourish elsewhere. They have also considered a research conference at which there would be papers on various aspects of the experiment thus far. Planning continues.

Probably what they need most of all now, is the addition of a few more staff so they can devote more time to teaching others, to planning for the conference and simply to host the number of visitors who can be expected to show up on their doorstep in the coming year.

It is well known that the educational system in the USA has been failing its citizens. Political leaders, from the President down, have issued solemn pronouncements and "goals". Those who understand TQM have been unhappy and critical of these statements because they consist of goals, without plans to achieve them. These officials apply the managerial techniques which have already ruined much of American enterprise. We expect them to have similar unsatisfactory results when applied in education.

I only wish every one of our political leaders would read the student s interpretation of Deming's 14 points applied to education (see end of report), especially point #12.

Having made such critical remarks, I have also to admit that even those of us who know about TQM in industry have not, heretofore, provided anyone with a clear directions on how to apply TQM in education. Frankly, we

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haven't known how to begin.

The experiences at MEHS, however, now change all that. MEHS provides everyone with an example of how to start. MEHS is an important laboratory for the national cause of education and as such deserves the support and encouragement of all who care about the education of the young. TQM should not be viewed as another educational fad that will come and go. Mt. Edgecumbe High School has adopted TQM as a part of its culture.

The MEHS example should provide the courage to try TQM in education on a larger scale and to learn HOW TO MAKE IT WORK. Having observed one another falter along the road to quality, the students have analyzed the stages through which everyone seems to pass. (see box at end of reprort). As the students and staff at MEHS say, NO EXCUSES.

Robert Gordon Sprout, President of the University of California, used to say, "Youth must be served in its day, or not at all." Let us begin.

The librarian is proud of the way computers are used in the new library. Because the students, like the one shown here, are involved in so many of their own creative projects, library use is up.

Students are expected to apply their knowledge in practical problems. Here the students visiting a local fish plant, looking for ways to apply quality methods.

They apply these methods to school operations, such as the cafeteria, design of dorm rules and regulations, and maintenance.

The following modification of Deming's 14 points was prepared by David Langford's class, "Continuous Improvement"

Modified Deming Points for Continuous Improvement of Education

1.Create constancy of purpose toward improvement of students and service. Aim to create the best quality students capable of improving all forms of processes and entering meaningful positions in society.

2.Adopt the new philosophy. Educational management must awaken to the challenge, must learn their responsibilities, and take on leadership for change.

3.Work to abolish grading and the harmful effects of rating people.

4.Cease dependence on testing to achieve quality. Eliminate the need for inspections on a mass basis (standardized achievement test, minimum graduation exams etc.) by providing learning experiences which create quality performance.

5.Work with the educational institutions from which students come. Minimize total cost of education by improving the relationship with student sources and helping to improve the quality of students coming into your system. A single source of students coming into a system such as jr. high students moving into a high school is an opportunity to build long term relationships of loyalty and trust for the benefit of students.

6. Improve constantly and forever the system of student improvement and service, to improve quality and productivity.

7.Institute education and training on the job for students, teachers, classified staff and administrators.

8.Institute leadership. The aim of supervision should be to help people use machines, gadgets d materials to do a better job.

9.Drive out fear, so that everyone may work effectively for the school system. Create an environment which encourages people to speak freely.

10.Break down barriers between departments. People in teaching, special education, accounting, food service, administration, curriculum development and research etc. must work as a team. Develop strategies for increasing the cooperation among groups and individual people.

11.Eliminate slogans, exhortations, and targets for teachers and students asking for perfect performance and new levels of productivity. Exhortations create adversarial relationships. The bulk of the causes of low quality and low productivity belong to the system and thus lie beyond the control of teachers and students.

12.Eliminate work standards (quotas) on teachers and students, (e.g. raise test scores by 10%, and lower dropouts by 15%.) Substitute leadership.

13.Remove barriers that rob the students, teachers and management (principals, superintendents and central office support staff) of their right to pride and joy of workmanship. This means, inter alia, abolition of the annual or merit rating and of management by objective. The responsibility of all educational managers must be changed from quantity to quality.

14.Institute a vigorous program of education and self-improvement for everyone.

15.Put everybody in the school to work to accomplish the transformation. The transformation is everybody's job.

The following statement was prepared by the students and staff of the school.

MT. EDGECUMBE HIGH SCHOOL

Sitka, Alaska

MISSION STATEMENT

Mt. Edgecumbe High School is a paradigm shift in philosophy to the usual high school program. Each curricular area offers innovative teaching methods that not only enhance opportunities for Mt. Edgecumbe High School students, but serve as models for other high schools.

Mt. Edgecumbe High School provides new and important education opportunities for Alaskan students. The school places high expectations upon students, administrators, and staff. Program and curriculum are based upon a conviction that students have a great and often unrealized potential. The school prepares students to make the transition to adulthood helping them to determine what they want to do and develop the skills and the self confidence to accomplish their goals.

Mt. Edgecumbe High School students are required to pursue rigorous academic programs that encourage students to work at their highest levels. Administrators, teachers, and other staff are required to keep current on educational advances and to initiate innovative, challenging, and stimulating classroom programs and activities.

Teachers and staff analyze issues to anticipate future social and economic needs of Alaska, such as Alaska's economic position among the Pacific Rim nations, and to integrate an educational approach to these issues into the curriculum. A strong curriculum in English, social studies, mathematics, science/marine science, computers/business, career exploration, Asian languages, and physical education is provided.

Special emphasis is placed on the study of both historical and contemporary topics specific to Alaska. Study of the history, culture, and languages of the Pacific Rim are a major curricular area and to the extent possible Pacific Rim studies are applied across the curriculum.

Vocational education is stressed through entrepreneurship and work study. Cottage industries are run by students. Traditional vocational education is offered on a limited basis.

Opportunities for leadership, public service and entrepreneurship are integrated into the program, both during and after regular school hours. The school prepares students for the academic demands of being away from home and managing time effectively, Some students are selected for admission who are having a difficult time with their local environment. Staff work within available resources to help these students become productive citizens.

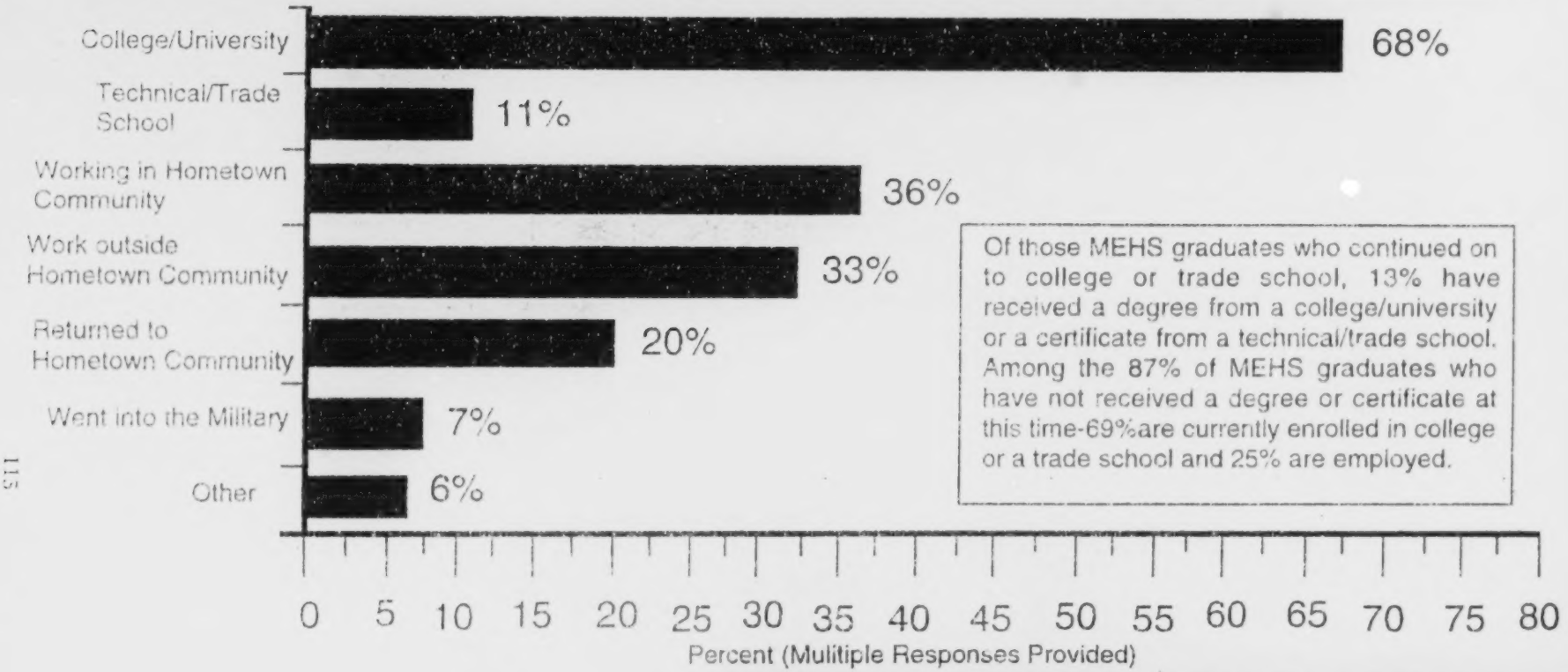
Mt. Edgecumbe High School as a boarding school offers students a wide range of support activities in both academic and residential programs, to assure the success of all students. To facilitate personal growth and decision making skills, each student is assisted, guided, and challenged to make choices about future academic or technical schooling and alternative methods of making a living. Students are respected for their cultural background and diversity. Students and teachers are encouraged and expected to offer insights to increase the effectiveness of the school.

These students in the CIP-Media class are the "shock troops" for culture change. I wonder if an admissions officer in a university will understand the significance of this subject. Will it be allowed "college credit"? I wish every MBA candidate would go through this course.

This is a course which could be copied in any high school in the USA.

Mt. Edgecumbe High School
Graduating Follow-up Survey

What MEHS Students Have Done Since Graduation



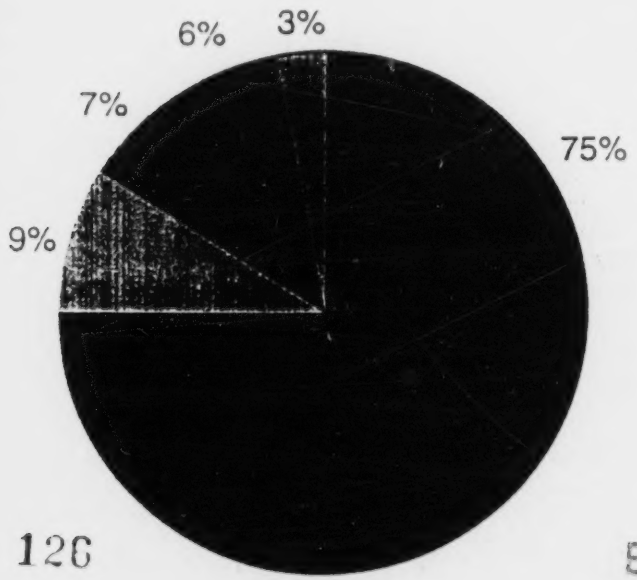
Of those MEHS graduates who continued on to college or trade school, 13% have received a degree from a college/university or a certificate from a technical/trade school. Among the 87% of MEHS graduates who have not received a degree or certificate at this time-69%are currently enrolled in college or a trade school and 25% are employed.

Research Source:McDowell Group, 1993

Mt. Edgecumbe High School
Graduate Follow-up Survey

Average Number of Years MEHS Graduates Attended College / University or Technical / Trade School

- Eight of ten(80%) of MEHS graduates have continued on to college, a university, trade school or technical school since leaving Mt. Edgecumbe High School. Of those who have continued their education, 75% have attended colleges or trade school for one year or less.



75% One Year or Less
9% One to Two Years
7% Two to Three Years
6% Three to Four Years
3% Four or More Years

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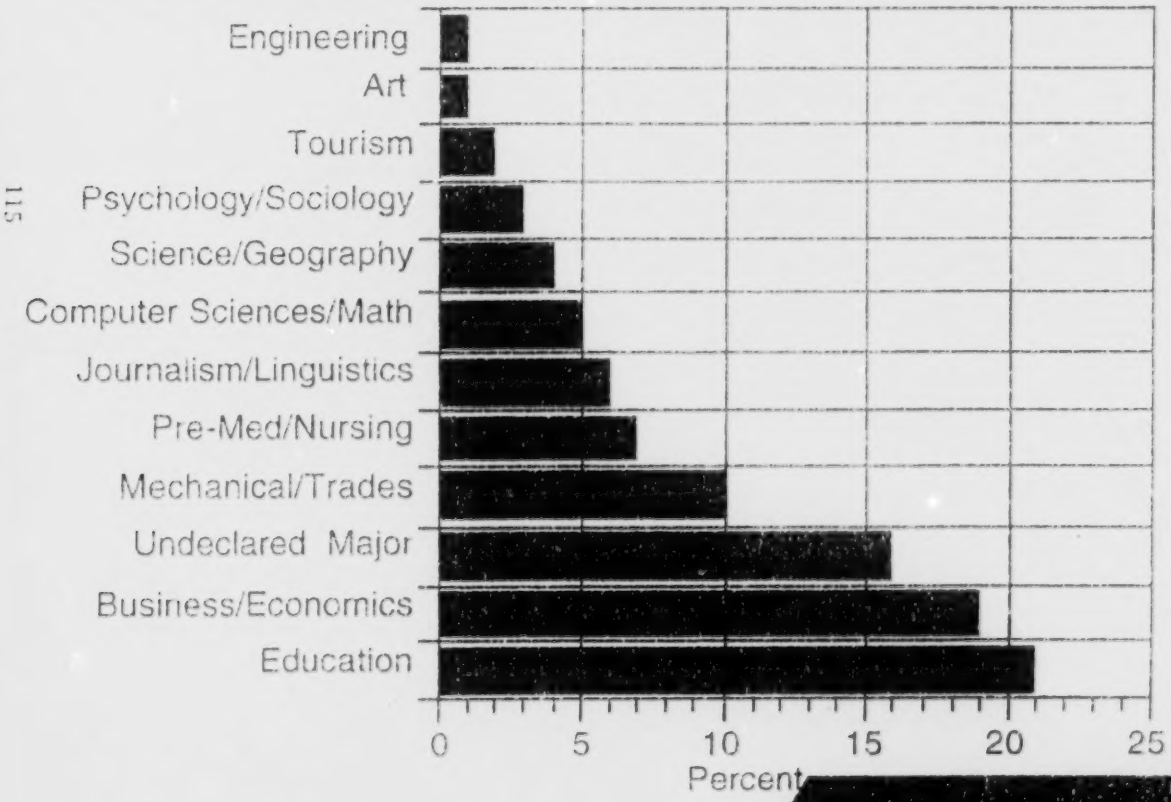
Research Source: McDowell Group 1993

Mt. Edgecumbe High School
Graduate Follow-up Survey

Major Field Of Study Selected by MEHS Graduates



MEHS Graduates chose Education most often as a major field of study followed by Business and Economics.

Research Source: McDowell Group, 1993

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NATIONAL HONORS PROGRAM

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Dr. Frank C. Dukepoo
Title of Contact	Founder/Director
Address of Contact	Dept. of Biology - 5640 Northern Arizona University
City/State/Zip	Flagstaff, AZ 86011
Telephone	(602) 523-7227 (Home: 526-2062)

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

   The National Native American Honor Society is an academic honors program for Native Americans. Its primary goals are to stimulate and recognize outstanding educational achievement in all academic areas of study. It also endeavors to promote high standards of personal and professional conduct and encourages social, mental, physical and spiritual fitness among its members.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

   Membership is open to any American Indian, Native American, Canadian Indian, Alaskan native of any quantum level and of any socio-economic level. The Society membership ranges from fourth grade to graduate school. Members qualify by earning a 4.0 semester any time during their academic careers.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

From its inception in 1981 to present (1993), the primary person involved in the Society has been Dr. Frank C. Dukepoo. Dr. Dukepoo is Founder and present director. He has developed the philosophy, established membership criteria, and generated support for the organization. Dr. Dukepoo, an American Indian of Hopi and Laguna heritage, has a Ph.D. in Zoology (with genetic emphasis) from Arizona State University (1973). He is the first member of the Hopi to earn a Ph.D.. He is the only American Indian geneticist. He is an associate professor in the department of biology at Northern Arizona University and Special Assistant to the Academic Vice-President.

Dr. Dukepoo has been active in the field of education for the past 28 years. He has won a number of awards for his efforts in retention and motivation of Indian students and other scholarly and professional activities. They include Ford Foundation Fellowship, John Hay Whitney Fellowship, Outstanding Administrator Award (National Cancer Institute), Iron Eyes Cody Medal of Honor, Bo Jack Humanitarian Award, and Outstanding Indian Educator (National Coalition for Indian Education). In addition, he is a member of a number of professional organizations and is founder, former president and board member of AISES (American Indian Science and Engineering Society) and SACNAS (Society for the Advancement of Chicanos and Native Americans in Science). He has been featured in two film projects ("River That Harms" and "Whizkids") and recently has been invited to serve on the Human Genome to map the albino gene in humans.

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

In 1993, the society was recognized as an Exemplary Program in Indian Education by NASF. In 1993, the American Association for the Advancement of Science (AAAS) cited the Society as an exemplary program in its November issue of Science. In 1994, the Society was identified as a premier minority program by NSF and NIH. Along with other programs, the Society was selected to serve as a model for a national program. We also make awards.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

See Question #2.

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7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

In-kind-contributions (office space and faculty released time) to the Society have come from Northern Arizona University. The Mobil Oil Corporation has contributed $600 to the Society for Eagle Pin awards to students. Financial support has been derived primarily from the private benefactors and the personal funds of Dr. Frank Dukepoo.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

There are three indicators used to measure success of the Society. The first is continued existence. Second is growth in student chapters and the third is growth in student and professional membership.

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

Prior to 1981 there was no formal or professional organization (i.e., Indian Honor Society) to recognize academic or scholarly achievement of American Indians.

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

Although the Society was established in 1981 and currently is experiencing phenomenal growth, it has had a number of setbacks. From 1981, when Dr. Dukepoo founded the Society, to 1985, there was little growth and not much acceptance from the Indian and non-Indian community, primarily because of the belief that such an organization was not needed and that Indians were incapable of achieving academic excellence. From 1986 to 1988, under a different leadership, the Society dwindled in membership and respect. The new leadership reduced membership requirements to a 2.5 GPA. In 1989, Dr. Dukepoo again resumed leadership and raised the grade criterion to 4.0. Since 1990, with 100 students from 20 schools, the Society has shown dramatic increase and now includes 1,400 students from 190 schools in the continental U.S, Alaska, and Canada.

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)**

Each participating school has a faculty sponsor who reviews and verifies transcripts of prospective members. Follow-up and follow-on data are maintained by the faculty sponsor in each participating school or school district. Membership files are also maintained by the Society.

12. **Please describe any technology which was used with the project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

Other than the personal computer of Frank Dukepoo to maintain files and answer correspondence, no technology has been used by the Society.

13. **Please describe the methods, in detail, used to bring about the results.**

To qualify for membership in the Society, prospective members (fourth grade to graduate school) must have attained a 4.0 GPA semester some time during their academic careers. New members receive a certificate and Eagle Pin. For each additional 4.0 semester the student receives another Eagle Pin. Members are also encouraged to submit a photo of themselves and write a story of their success, achievement or goal (which does not necessarily have to be academic in nature) and perform some type of community service.

Annually, the Society sponsors its Induction and Awards Banquet with substantial TV and press coverage in northern Arizona. Complete lists of students and their respective schools are published in local and regional newspapers. At the banquet, special awards are made recognizing outstanding student achievement, outstanding teacher and parent awards, and contributions to the Society.

Also, under the auspices of the Honor Society, Eagle Force training (motivation, self-esteem, confidence, goal setting, communication) is given to students, teachers, parents and administrators. As an indicator of its effectiveness, Eagle Force

training was given to students participating in a National Science Foundation supported Young Scholars Summer Science Program held on the campus of Northern Arizona University. The program earned the distinction of "Premier Program in the Nation" based on 100% retention of Indian students three years in a row.

14. **Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?**

The National Native American Honor Society program can be replicated by others simply by starting student chapters in local schools or school districts. Although the Society is an American Indian/Native American organization, membership in also open to non-Indians who meet membership criteria. Individuals or schools that are interested should contact the Society. In addition, Eagle Force training offered by the Society has been demonstrated to be effective in working with both genders, Blacks, Whites, Hispanics, and Asians, as well as students, teachers, administrators, parents and professional people.

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

Currently the Society is communicating and networking with schools to maintain membership files and continue the Annual Awards Banquet. Eagle Force in-service training and motivational magic shows also are given to schools.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

Parents are integral and essential components of the Society. In many instances, for example, parents are continuing their education right along with their children. Thus qualified parents can also be members of the Society and are recognized for outstanding achievements and contributions to the Society at the Annual Awards Banquet. Because of parental involvement we have five "Honor Society Families" in the Society! Furthermore, as an indication of continual parental support and involvement, at its First Annual Banquet, about 200 students and parents attended; about 500 attended the Second Annual Banquet; and over 900 attended the Third Annual Banquet in 1992.

17. **Please describe how students were selected for the program. List criteria used in**

selection.

See Question #2, 3 and 13.

18. **Please describe any publicity, recognition, or award the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

The Society has received local, regional and national publicity and recognition (see Question #5 and copies of enclosed newspaper articles.)

InvitedPapers

My name is Frank C. Dukepoo. Among my Hopi people I go by Pu-mat-uh-ye Tsi Dukpuh. Through my father, the family name, Tsi Dukpuh, refers to the snake sacks carried by the Snake Dancers. "Pumatuhye" was given to me by my mother Ella when I was initiated into manhood. After you plant, the first little ones that come up—that is pumatuhye.

For Hopis, it is "ka-Hopi" to brag. It is, however, expected that you speak the truth. So, it is true that I come from Sichomovi Village (First Mesa), Arizona. I am also the first member of my tribe to earn a Ph.D. (zoology, genetics), which I received from Arizona State University in 1973. At that time I was one of six other Indians who possessed a science doctorate. Now I understand there are two more. As far as I know, I am the only Indian geneticist.

Personally, I have been in the education business for 46 years, starting with first grade. Professionally, I have been in Indian education for the last 22. I have visited thousands of Native Americans from Fairbanks to Mexico City. In my travels on the "res" and "in town," much of what I heard was negative—high unemployment, poor health, death from accidents, suicides, and homicides (nearly all alcohol-related), and high dropout rates. I encountered many talkers but few doers. Occasionally, I met a few dedicated souls who were trying to improve the situation. Several of them were non-Indian.

In 1979, while unemployed in Washington, D.C., I prayed for a job as well as a way to help my people. Within a short time, I landed a job at the National Cancer Institute. On Sunday, October 4, 1981, I was shown how to be of service. I'll never forget how something pulled me straight up and off the bed. Landing on my feet, I flicked on my lamp. It was exactly 4:00 a.m. I reached for my pen and jotted: "Indians, education, success, happiness." I flicked off the light and went back to sleep.

At breakfast, I pondered the experience. Four days later, it came to me. "Why not? Why not an honor society for Indian people!" Bursting with excitement, I sought and was granted permission to present at a forthcoming conference. Loaded with more enthusiasm than members, I gave the presentation to one White woman in attendance.

Afterwards, I thanked her for coming. "I'm very sorry," she lamented, patting me on the shoulder. "Thank you. I'm very excited," I encouraged her. "Excited?" she quizzed. "Yes," I said, "because next year if two people attend, we'll have grown 100 percent!"

I continued trying to garner enthusiasm, support, and members. Few were interested. In 1989, with the National Native American Honor Society nearly broke and defunct, I called a meeting to discuss strategies. Several people commented that the required 3.0 GPA was much too high. Their spokesman laid it on the line: "Come on, Frank, you ought to lower it to 2.0. After all, we are talking about Indian students." Outraged, I slammed my fist on the table and growled, "What an insult to Indian people. Just for that, I'm going to raise it to 4.0 because I know they can do it!" The meeting ended as the scoffers filed out shaking their heads.

In 1990, we experimented with the 4.0 concept with resounding results in Oklahoma. Back in Arizona, we started with 100 students from 20 schools. By 1991, we had 500 members; in 1992, 700; and in 1993, 1200. We now have about 1400 members representing 190 elementary, secondary, and post-secondary institutions. We are extremely pleased with the growth of the Society and look forward to our first national meeting in 2000. Our goal is 30 000 members.

The Society's philosophy is holistic and incorporates ancient traditions, customs, and values from a number of tribes. We endeavor to recognize academic achievement and encourage an atmosphere in which students can become fit socially, mentally, physically, and spiritually. We also promote positive and constructive values so that others will foster personal commitments to education and high self-esteem. Members prefer not to think of themselves as a group of smart students, but rather as individuals who are doing something positive and worthwhile with their lives. They delight in sharing their gifts and talents and in helping others.

Membership is open to any student in fourth grade to graduate school who has earned a 4.0 semester anytime during his or her academic career. Students receive a certificate and an eagle pin. Members are also required to perform community service. Special membership is available to non-Indians.

The students' success is a tribute to Indian people. It is an example of what people can do if they believe in themselves, set high goals, work hard, and have an unfaltering faith in The Great Spirit.

Frank C. Dukepoo
Founder/Director, National Native American Honor Society

SOCIETY PLEDGE

I
am
very
special
I am
unique
I count I
am
loved

I believe I can achieve anything I set my mind to. I believe in me and my people. I believe in our language and our culture. I believe in our land and our way of life. I believe in the teachings of our elders.

I believe there is a plan for my life. I believe in the power of prayer. I believe in God, The Great Spirit.

I believe in the destiny of our people and that I will be a leader. I believe I have unlimited potential and that I can replace bad habits with good ones. I believe that nothing happens without self-discipline. I believe that if it's to be, it's up to me.

I pledge to have a better self-image and to become more self-confident. I commit myself to high ideals and goals. I will take a stand for excellence. I vow to become fit physically, mentally, socially and spiritually.

I promise to become educated and use my education for the benefit of my people. I also promise as far as I go in life that I will never forget who I am or where I come from.

I forgive those who have rendered me any wrongdoing. I promise to love myself so that I may love others. I am thankful for the gifts and talents I have received and will share them as I help others achieve their highest potential. I will learn from those above and help those below. I promise to be honest, hard-working, to treat everyone and every living thing with kindness and respect Mother Earth.

From this moment on, I promise to walk and talk with dignity, respect and wisdom.

RESULTS

In 1989, the 4.0 concept was introduced by Indian educators in Oklahoma. The following year it was tried in the Four Corners Region in the Southwest.

At its first Annual Awards and Induction Ceremony in 1990, the Society began with 125 students from 20 elementary, secondary and institutions of higher education. The goal for 1991 was to double those figures to 250 students and 40 schools. In April, 1991 at its Second Annual Banquet, the Society exceeded its goal by honoring 450 students from 50 schools. At its Third Annual Banquet in Flagstaff in 1993, nearly 1,000 proud parents, relatives and teachers witnessed as the Society inducted about 650 students from 70 schools. By the end of 1993, the Society had approximately 1,200 members from about 180 schools.

In 1994, the Society continues to grow—almost on a daily basis. In the Society we have straight-A families and some college members are taking 19+ hours and are maintaining 4.0s! Remember, these are not just students with good grades...*these are Indian students with perfect grades!*

In 1993, the Society was selected as one of twelve exemplary Indian student programs in the nation by the National Coalition for Indian Education.

FOR MORE INFORMATION CONTACT:

Dr. Frank C. Dukepoo, Founder/Director
Department of Biological Sciences
Northern Arizona University
Flagstaff, Arizona 86011-5640
602/523-7227 (Fax: 602/523-7500)
Home: 602/526-2062

NATIONAL NATIVE AMERICAN HONOR SOCIETY

BEST COPY AVAILABLE

N A U

NORTHERN ARIZONA UNIVERSITY

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HISTORY

The idea for this organization was given by *The Great Spirit* to Frank C. Dukepoo at precisely 4:00 a.m., Sunday, October 4, 1981 in Flagstaff, Arizona. Four days later, a Thursday, it was conceptualized and later formalized into what is now the National Native American Honor Society.

From its humble beginning in 1982, comprising a handful of students from a few schools, it grew slowly until 1985. From 1986 to 1989, membership dwindled and the Society as a concept nearly died. In the past four years from 1990 to present, however, the Society has experienced tremendous growth with a current membership of nearly 1,200.

The idea for the Society Pledge was also given to Dukepoo in Flagstaff at precisely 3:00 a.m., Sunday, November 3, 1992.

Short-Term Goals:

- o Increase membership on a local, regional and national basis.
- o Continue Annual Awards Banquets

Long-Term Goals:

- o Establish scholarship program.
- o Establish Honor Society Symphonic Band
- o Hold First National Conference in 1999. Goal: Have 19,999-29,999 in attendance.

MEMBERSHIP

Through membership in the Society, outstanding professional, intellectual, academic and personal standards are encouraged and rewarded. A student who has made outstanding contributions to education is rewarded by selection to membership, being publicly honored and by other appropriate means such as conferring scholarships and awards.

Membership is open to any student from 4th grade to graduate and professional school who has earned a 4.0 semester (this includes those on a 4+ system), anytime during his or her academic career. Students who qualify receive a membership certificate and an eagle pin. Students are awarded eagle pins for each additional 4.0 semester. In addition to the GPA, students are required to perfom some type of community service. Members are encouraged to write a story of their personal success or academic achievements.

Special membership is also available to non-students, professionals and non-Indians.

Membership Application Procedures:

Students:

Identify a faculty member from your school to serve as your sponsor. Have your sponsor verify your transcript and send in your name(s) to the Society. Fees are required. A minimum of four students is required to start a Society Chapter at your school. Chapter fees are required. Please write for details.

Non-Students/Professionals/Non-Indians:

Send a copy of your transcipt to the Society. Fees are required. Call or write for details.

SOCIETY PHILOSOPHY

The overall philosophy of the Society is a holistic approach based on ancient Indian tradition and customs.

The Society endeavors to recognize academic achievement and to encourage a setting and atmosphere where students can become fit socially, mentally, physically and spiritually.

By reaching out to exceptional students, the Society promotes positive and constructive values so that others will foster the same personal commitments to education and high self-esteem.

Society members prefer not to think of themselves as a group of smart students—rather a gathering of individuals who are doing something positive and constructive with their lives. Members delight in sharing their good fortune, gifts and talents with others.

Society Truisms and One-Liners:

- Never deprive anyone of hope...it may be all they have.
- Live by the "Do it now!" concept.
- If you are going to make an impression, make it a good one.
- Give it away...it will come back in ways you never dreamed of.
- Don't waste time learning the "tricks of the trade," Instead... Learn the trade!
- Never give up. Never!

Biographical Sketch
Frank C. Dukepoo

Frank C. Dukepoo is a full-blooded American Indian of Hopi and Laguna heritage. Born on the Mohave Indian reservation, in Arizona, he received his early education in the Phoenix area. In 1973 he graduated from Arizona State University with a Ph. D. in zoology (genetics). He is the first Hopi to have earned a doctorate and one of six Indians nationally who hold earned doctorates in the sciences.

His background includes teaching at San Diego State University, administrative executive positions with the National Science Foundation and the National Institutes of Health, Washington, D. C. He is the former Director of Indian Education at Northern Arizona University (NAU), Flagstaff. Currently he is a faculty member in the Department of Biological Sciences and Special Assistant to the Academic Vice President at NAU.

For the past 10 years he has expanded his interest the area of retention and motivation. In recent years he has gained considerable reputation as one of the country's outstanding motivators of Indian students. He is the former Director of a NSF-supported science program that has gained national recognition for 100% retention of Indian students. Dr. Dukepoo is the founder, incorporator and Director of the National Native American Honor Society. This nationally-recognized exemplary program includes about 1,400 straight-A Native American students representing some 190 schools in the continental United States, Alaska and Canada.

In addition to retention and motivation studies, his other research interests include the study of birth defects in Southwest Native Americans and, albinism and inbreeding among the Hopi Indians of Northern Arizona. He has made two films pertaining to his research and is currently developing culturally-relevant science material, science modules and science kits for elementary students. As an amateur magician he gives "Mind, Magic and Motivation" shows around the country to kids of all ages.

As a professional, he is a member of numerous scientific and educational societies and organizations and is a founding member of SACNAS (Society for the Advance of Chicanos and Native Americans in Science and AISES (American Indian Science and Engineering Society). He also serves as a consultant to the Bureau of Indian Affairs, Department of Education, National Institutes of Health, National Science Foundation, Southwest Development Laboratory and the Far West Laboratory. He also provides training and gives in-service to teachers, numerous Indian tribes and the Department of Economic Security (Child Protective Services).

His many awards include the John Hay Whitney Fellowship, Ford Foundation Fellowship, Bo Jack Humanitarian Award, Iron Eyes Cody Medal of Freedom Award, Outstanding Educator of The Year Award (National Coalition of Indian Education) and "Premier" status and "Exemplary" Awards for programs he devised and directed in working with American Indian youth.

TRADITION AND TECHNOLOGY (TNT)

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Mr. Philbert Watahomigie, Sr.
Title of Contact	Project Coordinator
Address of Contact	P. O. Box 360
City/State/Zip	Peach Springs, AZ 86434-360
Telephone	(520) 769-2202; fax (520) 769-2412

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

Project TNT has three interactive models: The Hualapai Cultural and Environmental Curriculum, the Hualapai Literacy Model, and the Hualapai Interactive Technology Model. These three models form an integrated bilingual-bicultural core curriculum that develops students's positive self-images, self-confidence in themselves as learners, and pride in their heritage, as well as increased academic and language competencies.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

Peach Springs School is the only educational institution on or within 40 miles of the Hualapai Reservation. The existing school District was established in the 1950's. The school currently has a staff of 36 people and 200 students in grades K-8. The students are the fourth generation of tribal members to attend school. Of the 200 students, 98% are Hualapai, 65% are Hualapai speakers, and 75% are identified as Limited English Proficiency (LEP). Among the staff, 78% are Hualapai, 47% are certified Hualapai teachers with Bilingual Education endorsement, and 100% of the teacher aides are enrolled in college degree programs.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

Until the Hualapai Bilingual Program was instituted in 1975, Hualapai was an unwritten language. The Bilingual staff (Lucille J. Watahomigie, Philbert Watahomigie, Malinda Powskey, Rosella Siyuja, Jean M. Imus, Jorigine Bender, and Josie Steele) developed an orthography, wrote the language, and developed high quality Hualapai instructional materials to support the classroom programs. The materials are an integral part of the Hualapai Bilingual Academic Excellence Program.

Although several classroom teachers support the new project, others were dubious of project goals and the staff's ability to accomplish them. To demonstrate that a Hualapai/English curriculum could be just as valuable as the standard English program, the bilingual staff immediately began to develop instructional units which paralleled the content of the former curriculum. Units on plants, legends, the local social and physical environment, and other Native language and cultural materials were developed, all with the aim of providing parallel supplementary content to the regular English-only curriculum. By the end of the project's third year, 32 instructional units, each sequenced into form mastery levels, had been completed and incorporated into the regular school program.

Philbert Watahomigie obtained a Bachelor of Arts Degree in elementary education from the University of Arizona, Tucson in 1974. He returned to teach at Peach Springs School. He was the Demonstration Coordinator for the Hualapai Bilingual Demonstration Program from 1983 to 1985. He worked with classroom teachers and aides to integrate and implement the teaching of Hualapai language and culture. He provided inservice training to the instructional staff in methods of teaching the Hualapai language and culture in the classroom. He was a trainer to replicate the program in Supai, Arizona. Presently, he is Project Coordinator for the Hualapai Bilingual Academic Excellence Program.

Malinda Powskey received her Bachelor of Science Degree in

elementary education in 1981 from Northern Arizona University, Flagstaff, Arizona. She is the fifth grade teacher at Peach Springs School, where she has done staff training in linguistic and curriculum studies, implementing and integrating bilingual/bicultural education, and developing materials and curriculum and technology. She is a reserve faculty member and Hualapai language instructor at Mohave Community College, Kingman, Arizona. Ms. Powskey was curriculum specialist for the American Indian Language Development Institute in Tempe, Arizona from 1982 to 1984. She has worked with the bilingual program at Peach Springs School since 1976.

Lucille J. Watahomigie, Principal of Peach Springs School District #8, is the director of all federal programs within the district. She earned her Master of Science Degree in elementary education from the University of Arizona, Tucson in 1973. She received her Bachelor of Science Degree in education from Northern Arizona University, Flagstaff, in 1970. Ms. Watahomigie taught in the primary grades in 1970 and 1971 at Peach Springs Elementary School, and in the fall of 1972 she was a graduate assistant in the Teacher Education Program for Indian Students at the University of Arizona, supervising prospective Indian teachers. From 1973 to 1975, she was director of that program.

In 1975, Ms. Watahomigie returned to Peach Springs School District to direct the Hualapai Bilingual Education Program. In 1983, the program became a three-year national demonstration program. In 1988, it was funded for three years by the Office of Bilingual Education and Minority Language Affairs (Title VII, OBEMLA) for a National Academic Excellence Program. She has compiled and written the Hualapai language and culture curriculum for grades K-8 and has developed instructional materials to be utilized with the Hualapai Cultural Environmental Curriculum. The curriculum is integrated into all subject areas.

Ms. Watahomigie developed the American Indian Summer Language Institute model which originated at San Diego State University in 1978. She has been the curriculum coordinator and instructor in the four-week summer institute for thirteen years. Ms. Watahomigie has also been an adjunct instructor at the University of Arizona, San Diego State University, Northern Arizona University, and Mohave Community College in education, instructional methodology, curriculum development, and liberal arts, with an emphasis on bilingual-multicultural education.

Rosella Siyuja is an instructional aide in the K-3 classroom. Her

duties include implementing and developing materials in the classroom and helping the students with their school work. She works, along with the teacher, in planning for the week, writing units and lesson plans. Ms. Siyuja has been working at Peach Springs School since 1975.

Josephine Steele received her Associate of Arts Degree from Mohave Community College, Kingman, in 1978. She also has a Child Development Associate Certificate. She was Computer Specialist from 1985 to 1988, and worked as a bilingual curriculum developer for the bilingual program from 1979 to 1985, implementing and integrating bilingual cultural education. She has also developed study units for curriculum guides and assisted in the transcription and translation of Hualapai materials, editing and revising data on the word processor. At conferences and workshops, she has assisted in making presentations and providing training for participants in other bilingual programs. Ms. Steele received her teaching certification in 1987 and has worked at Peach Springs School since 1979. Presently she is the disseminator/trainer for the Hualapai Bilingual Academic Excellence Program.

Jorigine Bender is pursuing her Bachelor of Science Degree in elementary education. She is a materials development specialist for the Hualapai Bilingual Program, transcribing and translating the Hualapai language from cassette tape recordings that have been collected through the program. She has been involved in the development of many published books. She assists in curriculum development and presentations at conferences, workshops, meetings and training sessions for participants in other bilingual programs. Having worked with the bilingual program since 1979, Ms. Bender is presently serving as Bilingual Assistant.

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

Project TNT is one of twelve programs recognized nationally as an outstanding model of bilingual education by the Office of Bilingual Education and Minority Language Affairs (OBEMLA), U. S. Department of Education. The primary goal of the Academic Excellence Program funded under Title VII of the Elementary and Secondary Education Act (Public Law 100-297) is to assist exemplary programs of transitional bilingual education (TBE), developmental bilingual education (DBE), and special alternative

instruction (SAI) to disseminate information about their programs. These programs have established themselves as exemplary programs in their respective districts, and have met the requirements of the Academic Excellence Program at the national level. The focus of the Academic Excellence Program is dissemination of information about the program, with support provided for its adoption in other districts.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

The 200 students in the Peach Springs School range in age from five to fourteen in kindergarten through eighth grade. Sixty-five percent of the student population are fluent Hualapai speakers. All the children came to school speaking some English. However, seventy-five percent are identified as LEP.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

Project TNT was made possible by a grant to Peach Springs School District #8 from the U.S.E.D. Office of Bilingual Education and Minority Language Affairs (OBEMLA), Bilingual Education Act as amended by Public Law 985-11. Project number G008710675-88.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

Program elements that have made the program successful are:

1. Long term support by School Board and School Administration.
2. Long term support by parents, community members, and tribal government.
3. Commitment to staff development and training.
4. Improvements in student motivation and attendance.
5. Commitment to quality material development.
6. Evaluation results.

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

Until the Hualapai Bilingual Program was instituted, Hualapai

remained an unwritten language. Although several linguists had studied the language, no materials had been written in Hualapai. The curriculum of the Peach Springs School, where most Hualapai children attended, centered around English and the standard content covered in most public school programs. Hualapai was the language of family and home life, but English was the language of the classroom. Hualapai traditions and cultural knowledge also remained outside the sphere of formal school activities. A home language survey indicated that 128 out of 140 learners heard Hualapai spoken at home by one or more adults.

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

Baseline data are collected on all students in language and academic areas. English and Hualapai language assessments are conducted yearly. All instructors maintain individualized performance records. Post-testing determines achievement of objectives. The student database and Computer Managed Instruction records provide detailed profiles on each student. Longitudinal data are compiled by cohort to look at overall growth of students in different subject areas over time. Significant gains have taken place over the 13 years of the program.

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)**

An external evaluator (Mr. Harry Berendzen) periodically monitors program development, program management, and the attainment of project goals. The evaluation design incorporates both formative and summative systems of evaluation and is objective-based. Objectives are developed for each program component area using measurable criteria. A management-by-objective year-long plan is developed including timeliness and delegation of responsibility among staff and evaluator.

12. **Please describe any technology which was used with the project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

Computers, video technology, and instructional media are utilized

by all students to support bilingual education in all aspects of the curriculum. Areas of emphasis in computers include use of Computer Managed Instruction, Computer Assisted Instruction, word processing, and access to information from a national database, as well as from a local database which provides bilingual curriculum materials, Hualapai language lessons, and Hualapai-English dictionary. Competency in Haulapai and English have increased through the use of various communicative technologies. Using technology has been motivational and of high interest to the students.

13. Please describe the methods, in detail, used to bring about the results.

The television system is utilized for teleconferences and for delivery of course work from distant sites for staff, students, and community members. Videos produced for administrative use include documentation of class work, recording of elders, preserving of cultural activities, and taping special events and community activities.

The overall Hualapai Bilingual Academic Excellence Program: Blending Tradition and Technology (BTAT) is strengthened and enhanced through the use of technology. Computer, video, and laserdisc materials are used for teaching new concepts and information, for learning technical computer and video skills, for supporting bilingual classroom units, for enrichment of curriculum, for oral and written language development of both languages, for location of reference resources, and for enjoyment. The video production and live TV broadcasts have improved self-confidence and public speaking skills. The Hualapai Interactive Technology Model has greatly enhanced the learning of the Hualapai students at Peach Springs School.

14. Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?

Any school interested in becoming a Tradition and Technology (TNT) adoption site must take certain steps and meet adoption site criteria in order to be selected. The Tradition and Technology (TNT) Program includes three Components and involves training for implementation of a Cultural and Environmental Curriculum, a Bilingual Literacy Model, and the use of Interactive Technology. Certain essential elements must already be present in a school if

they are to replicate this model fully and successfully. The staff of Peach Springs School has a commitment for training to the adoption site. Successful program replication will depend on the commitment and interest of a school and community. Willingness to be involved in curriculum development and innovative program changes will be a key factor in an adoption site's successful implementation of the Tradition and Technology Program.

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

In 1987, ten schools indicated they wanted to replicate Project TNT. All the schools visited Peach Springs School. Three of the schools signed an agreement to replicate in 1988.

Three schools are located in Southern Arizona (Santa Rosa Ranch School, Indian Oasis School, and San Simon School on the Tohono O'odham reservation). Kayenta Boarding School was added after two schools in Montana on the Northern Cheyenne Reservation (Busby School and Lame Deer) have also signed on for replication. All the training is provided by our staff on site, provided the school gives its staff release time.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

Parents are actively involved in education policy-making. The elders and parents are recruited to direct culturally-related classroom activities and assist in materials development. Parents, along with teachers and other community members, attend inservice and awareness training programs to enable them to assist with program development and administration.

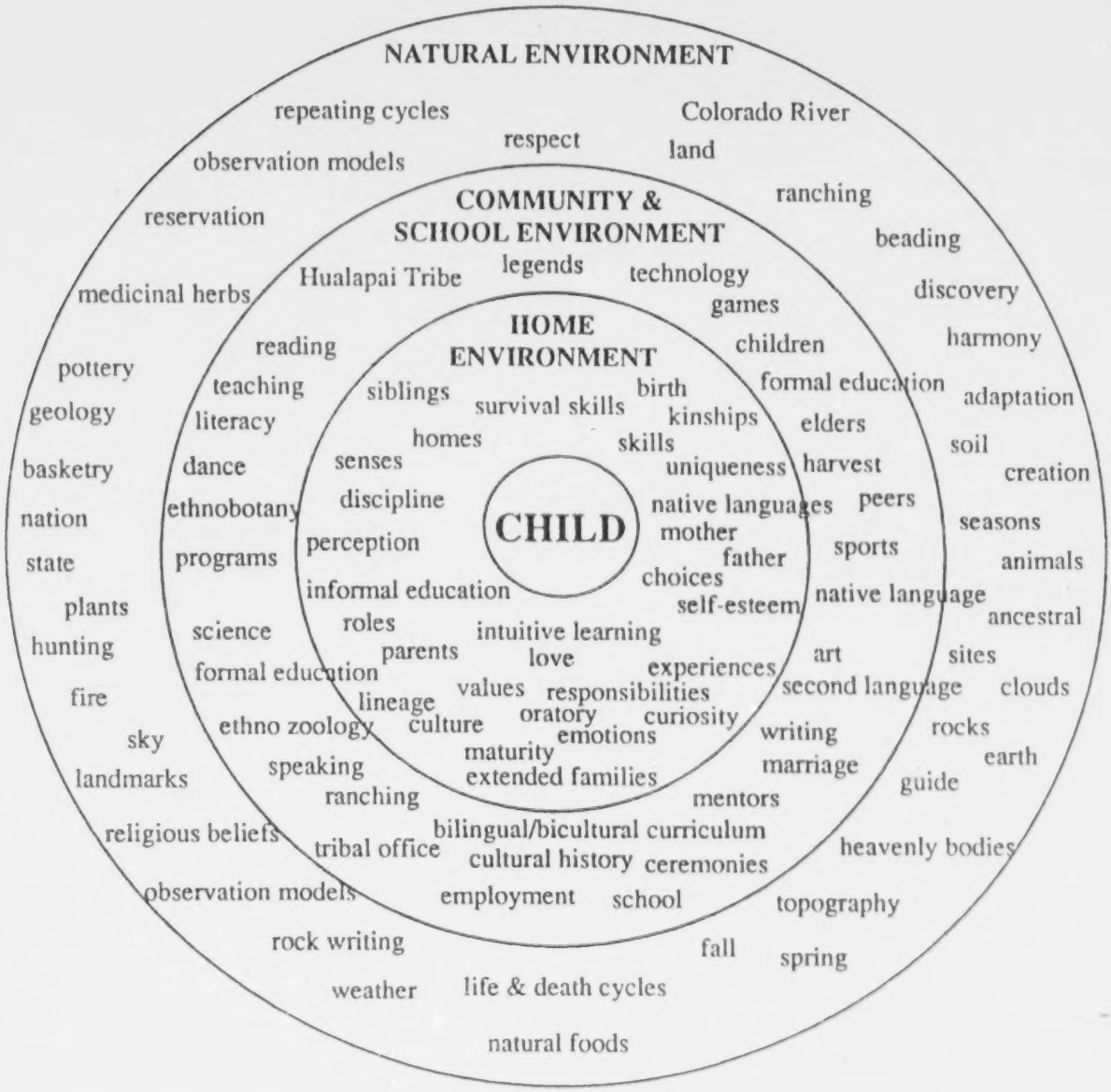
17. **Please describe how students were selected for the program. List criteria used in selection.**

The bilingual program deals with all students to develop their English language proficiency while encouraging them to participate fully in their own language and culture; to provide a learning environment that is familiar, relevant, and supportive of the students's background; and through on-going training activities, to develop the capacity of local people to meet students's special needs.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

In 1981 and 1983, the Arizona Department of Education conducted a formal Program Quality Review Inventory and reported that the Hualapai Bilingual Education Program was one of the most innovative they had observed. Special commendation was made for the program's scope and the design of the Hualapai curriculum and materials development component.

THE HUALAPAI CHILD'S INTERACTIVE LEARNING ENVIRONMENT



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Peach Springs, AZ. 86434

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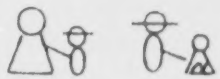
TRADITION AND TECHNOLOGY
CRITERIA FOR ADOPTION SITE SELECTION

A School District or Bureau of Indian Affairs (BIA) School must meet certain established criteria in order to be considered for an Academic Excellence Replication/ Adoption Site. Staff from the Peach Springs Tradition and Technology (TNT) Program will make a site visit prior to site adoption to assess if all of the criteria listed below is in place.

I. COMMUNITY AND SCHOOL BOARD COMMITMENT

- Tribal Language Policy or School Board Policy on Bilingual Education
- Active Parent Advisory Committee (PAC)
- Willing to Develop and Implement a Bilingual Education Program
- Parents, Elders, and Community Members Involved in the School
- Supportive Administrators



Adoption

II. SCHOOL CURRICULUM

- Bilingual Curriculum Using Native Language Instruction
- English Language Program For Limited English Proficient (LEP) Students
- Bicultural or Multicultural Content
- Commitment to Materials Development
- Whole Language or Language Experience Approach to Teaching Literacy
- Utilizes Computer and Video Technology

III. STAFFING REQUIREMENTS

- Bilingual Teachers or Bilingual Instructional Staff
- Staff Certified in Bilingual Education or English as a Second Language (ESL)
- Staff is Computer Literate
- Staff Trained in Video Technology
- Commitment to Staff Development and Training
- Identify a consultant, staff, or community member that is knowledgeable about Hypercard or computers.
- Identify a consultant, staff, or community member that is knowledgeable about Hypercard or computers.

IV. EQUIPMENT AND MATERIALS REQUIRED

- Classroom Computer/Computer Network System/Computer Lab
- Computer Software for Word Processing
- Video Equipment
- Access to Instructional Television

V. COMMITMENT TO PROGRAM REPLICATION AND AND TRAINING

- School Board and Staff Visit Peach Springs School For Observation/Training
- School Borad Signs Replication Agreement With Peach Springs
- Staff Release Time For Replication Training
- Specialists Hired For Training in Curriculum, Literacy, and Technology (If Needed)
- Willing to Adapt and Develop Thematic Units With Cultural and Environmental Content
- Willing to Use the Hualapai Literacy Model
- Willing to Integrate the Use of Technology To Support Curriculum
- Willing to Participate in All Required Program Evaluation

VI. EVALUATION

- Collect achievement sub test data on reading, language and math; English oral language assessment; scores, retention; attendance, and placement of individual participating students.
- Classroom implementation data of teacher and staff questionnaires and classroom observations/evaluation.

Note: Bibliography; pages taken from ***PROJECT AND TECHNOLOGY (PROJECT TNT) THE HUALAPAI BILINGUAL ACADEMIC EXCELLENCE***

INDIVIDUAL STUDENT LEARNING PROGRAM

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Ms. Diane Pochron
Title of Contact	Title IX Teacher
Address of Contact	Rock Ledge School - 330 W. Hickory St.
City/State/Zip	Seymour, WI 54165
Telephone	(414) 833-7380

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

   Remedial tutoring in nature for Readiness, Reading and Language Arts, Math. We also provide assistance for students in the area of task completion.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

   Kindergarten through Fifth grade. Residence is primarily rural (Oneida Reservation) American Indians, primarily Oneida Tribe of Indians. Primarily low to average income. Low academic functioning, specific learning problems (i. e., processing, attention difficulties, and/or poor study skills or habits.)

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

   Ms. Karen Gaston, Title IX Teacher (five years) - Whole Language Philosophy.

Ms. Diane Pochron, Title IX Teacher (1990 to Present). Background in Chapter I (10 years), Youth Tutoring Youth (four years), Summer Migrant Teacher (three years), CESA Computer Consultant (one year). K-6 Reading Teacher Certificate, B. S. Human Development, psychology major. Professional development includes several courses on alternative methods to teach reading to children with learning problems, whole language courses and Indian Culture and History Conference.

Mrs. Heidi Smith, Title IX Tutor Aide. First year as Title IX aide. Worked 4 1/2 years with tribal and non-tribal children (ages 6 weeks to 10 years). Responsible for miscellaneous secretarial duties and assists in instruction. Collects report cards and other data regarding American Indian students.

Mr. Tom Hughes, Title IX Coordinator (1988 to Present). Grant management, program evaluation, planning, and general administration.

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

"Year of the Oneida Nation" award, 1993, presented to the Title IX program by the Oneida Tribe. Selected as an "Exemplary Program in Indian Education", 1993, NASF.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

Refer to question #3.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

Indian Education Act, Federal Title IX Grant pays for most of Title IX Teacher salary. District and Oneida Tribe each pay half for Title IX full time aide position. District covers additional costs, such as teacher insurance and salary not covered by grant, equipment, supplies, teacher inservice. District covers Title IX Coordinator and Administrative costs.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

CTBS scores, report card grades, teacher surveys

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

Various approaches have been utilized for academic interventions in the past 10 years and have been successful. The past two years have seen a change in emphasis to an individual learning style approach, and successful results have continued to be realized.

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

Scores previous to 1990 are not comparable due to testing differences. 1990-94 - 100% of American Indian students at Rock Ledge School passed State Reading Competency Test, 80% of the Title IX students gained one or more years growth in reading, and 70% of Title IX students gained one or more years growth in Math.

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)**

Standardized test scores are compared according to normal curve equivalents. Students either make a plus or a minus for a year's growth, which is recorded. Students exited from the program are plus.

12. **Please describe any technology which was used with the project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

Computer in our classroom. Used by students, teacher and aide daily. Used for story publishing, learning games and activities, letter and note printing. Worked well; children love to see their work published.

13. **Please describe the methods, in detail, used to bring about the results.**

A variety of methods is used depending on the learning style and specific need of each child. Some pullout (into Title IX room) is

done, and sometimes the Title V teacher goes into the classroom to team teach with the classroom teacher. The student is tested for individual objectives. Remediation is provided on skills not yet mastered. Objectives are also coordinated with the regular classroom teacher, i. e., in reading, children practice reading, vocabulary and do language activities and skills using the child's basal (the basal is a good literature-based text), and at the same time classroom teachers are on the same story and skill; in math, skills are reinforced at the same time they are being taught in the classroom. Various "units" are also taught using integrated reading and math activities. Interest units are also taught using Native American Literature. Some specific methods used include Orton-Gillingham Multisensory reading method, Whole Language and Language experience, Dolch Sight Vocabulary Lists, Individual Oral phonics drills, Math flashcards, and games.

14. **Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?**

The project could be replicated by others. Specific training would be required with certain teaching methods. The basic concept of the program and day-to-day routines could be successful with all populations because they are individualized to meet the diverse needs of each child.

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

Exchange of information has been done on an informal basis through in-services and coursework attended by the Title IX teacher.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

Parents are provided contact with Title IX personnel through home visits, phone contacts, open houses, parent-teacher conferences and Oneida Parent committee meetings. Parents of first and second grade Title IX students are also invited to join our "Read-At-Home" program. This program provides a kit, including a book, and activities and materials needed that are completed by parent and child weekly. "Read-At-Home" is very successful.

17. **Please describe how students were selected for the program. List criteria used in selection.**

Students are given diagnostic tests by the Title IX teacher using Woodcock reading, Key math, and/or teacher-made objective tests. The Title IX teacher also reviews the child's past records and may observe the child in the classroom setting. Students are then "huddled." This "huddle" includes the Title IX teacher, Title IX Coordinator, classroom teacher, and/or school principal. During the huddle it is decided whether Title IX can meet the child's needs. Objectives are set.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

Articles attached.

Tutoring with Title V

Native American students at Seymour Elementary School benefitting from Project O.N.E.I.D.A. program

Keith Skenandore
Kalihwisaks

Remember when you were in school and had problems with math and reading. The students in Seymour Elementary School who run into these problems now can receive help via the Title V Program.

Through a needs assessment, this federally funded program felt the emphasis for this tutoring program should be toward the elementary schools. Diane Pochron, Title V Instructor, said the assessment saw the need to remediate at the elementary level so the students can go on independently in the Middle School.

"Our main purpose is to remediate the students and help with their self-confidence and self-concept," said Pochran. "They will do a lot better in the classroom."

The students are tutored in reading and math, but some also participate in a task completion program. Task completion helps students who are not motivated to keep up with their homework.

"We teach organizational and study skills to keep the students on task," said Pochran. "Task completion gives them independence so they know it's their responsibility to complete their work."

Title V has been successful. In the 1990-91 school year, there were gains in reading and math. 80% of the children in Title V gained one or more years growth in reading, 70% gained one or more years in math, and 100% of the American Indian students passed the Third Grade State Reading Test.

Sometimes the sessions with the students aren't always work. Games are used as motivation.

"We use games sometimes because they get enough work in the classroom," said Glory LaFlex, Tutor's Aide.

LaFlex explained a whine tax that she uses for motivation.

"The kids receive play money in the beginning of the week," said LaFlex, "and for every time they whine or complain about their homework, the other students, etc., they have to pay a quarter. At the end of the week, whoever has any money left they can purchase small items. It's a great motivator."

Whether it be work or play, Title V would not be a success without the parental support.

"Parent support is so important," said Pochran. "There part of this equation. We need to work together for the benefit of the children."

Parent support isn't the only support Title V is receiving. Support from administration and teachers of Seymour Elementary is needed, and is there.

Here are some excerpts of letters from individuals who support the program:

"As principal of the school, I have been impressed with the total contribution of the Title V staff and program to the success of our school. Their individual programs for students are the result of exhaustive planning and excellent delivery of instruction. Their rapport with students and parents have led to impressive cooperation between home and school." -- *Douglas A. Waitrovich, Principal*

"This is the first year I have had students in the program and the results have been excellent. These students have shown gains academically and socially. I'd like to state that the Title V program in our school is an integral means to meeting the diverse needs of those requiring its services. To short change this program would be a grave injustice to those who are and will be receiving its benefits." -- *Sue Resop, First Grade Teacher*

"I am particularly pleased with the results with students who have difficulty completing their assignments. The Title V staff has given these children the help and guidance they need to successfully complete their work." -- *Joel Cartier, Fifth Grade Teacher*

Photo/Keith Skenandore

Title V students, (clockwise), Lindsey Powless, Melissa Koehler, Alicia Biddell and Derrick King listen to Diane Pochron, Instructor of the Title V Program, as she helps the students read by writing.

Providing help and guidance is what this program is all about, but as second grader Amber Kassee sees it, it's about learning.

"I get to learn more stuff," said Kassee.

Steve VandeHei, fourth grader, is learning, and in the process, completing his assignments.

"That way I don't get my name on the board," said VandeHei.

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Oneida Community Library N.

Kelly Vanden Langenberg, grade 4, with his catch at Shawano Lake.

Rock Ledge Students Get Hooked On Fishing -- Not On Drugs!

This Unit is an adaptation of the national "Hooked On Fishing -- Not On Drugs" program of the Future Fisherman Foundation. The objective of the program is to show our youth how fishing can be an alternative to drugs and alcohol

Fourth and fifth graders' mini-unit on fishing taught the students the importance of a clean environment for fish, how to identify freshwater fish common in Wisconsin, the importance of catch and release fishing, how to construct jigging poles, and the advantages of getting hooked on fishing -- not on drugs.

An AODA grant and donations of bobbers, line, jigs, fish batter coating, etc. from the following businesses helped make this Unit possible: Bertrand's Sporting Goods, Bob's Bait and Tackle, Nickolai's Sporting Goods, The Sportsman and Mills Fleet Farm.

The culmination of the Unit was our ice fishing field trip to Shawano Lake on February 19, when over 250 students, 20 teachers and 100 parents caught fish for a fish fry.

Rock Ledge PTO donated cooking supplies and several members cooked the fish (some of which were donated by teachers and parents because we didn't catch enough to feed 250 students).

Many thanks to all those who gave of their time and energy to make this Unit a success.□

American Indian Students Learn Through Title V

Title V students at Rock Ledge Grade School are presently working on a whole language project based on Tomie dePaola's book, "The Legend of the Indian Paintbrush". This story is based on an old Indian legend telling how the Indian Paintbrush Flower received its name. In this story, the young Indian boy saw a "Dream -- Vision" telling him how he could become great among his people by using the talents he possessed. After reading and discussing the book the students will be challenged to write their own "Dream Visions", and to explore their possibilities. They will then be publishing the final copies of their "Dream Visions" using the computer. It will be interesting to see what the future holds for our Title V students.□

Pictured is Christine House publishing her "Dream Vision".

Summer School To Be Held At High School And Middle School

This year's summer school classes for elementary students will be held in the high school/middle school complex due to building construction at Rock Ledge. Watch for special information in the registration booklet in early May.

Summer school will be held June 18 through July 3 from 8 a.m. to 12 noon. Students in grades 1-5 can sign up for skill development or enrichment in reading, math or language. Other courses include computer, Spanish, French, drama and art. Sign-up will be in early May.□

Title V Programs Boosts Success

Based on the CTB results for the 1990-91 school year, 80% of the children being tutored in Title V for reading gained one or more years in growth in reading.

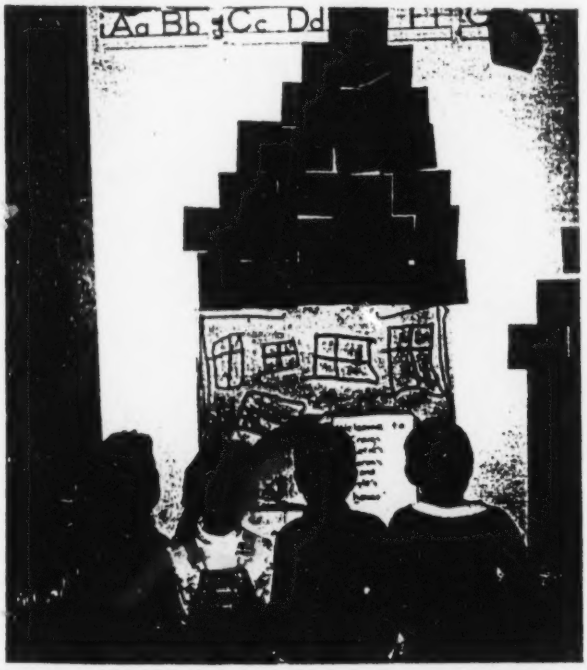
This exceeds the great application expectations which indicate that 50% of the students being tutored should make a year's gain in areas being tutored.

100% of the Native American students passed the third grade State Reading Test in 1990-91.

The public is invited to come and see our Title V program in action. We are also seeking volunteers to help with our after school tutoring program. Please contact Diane Pochron, Title V Teacher, of Glory LaFlex, Title V Tutor at 833-7380 or 869-2352 for further information.□

It Begins With "H" "h"

First graders in Mrs. Upp's Chapter I class were busy building houses as they reviewed the letter "H", "h" and its sound. Each shingle on the roof pictures a different word that begins with "H", "h". **Pictured from left to right are Craig Dombrowski, Katie Vanden Heuvel, Kyle VanDenEng, and Aaron Bloedorn.**□



Observing Effects Of Magnetic Poles

Third and fourth grade students at Nichols Elementary School observe the effects of magnetic poles on iron filings as part of a science unit on electricity and magnetism.□

Coming Attraction

1992 Black Creek Winter Olympics
February 12-14, 1992

Grades 1-4 students at Black Creek Elementary School are actively learning about and participating in eight winter Olympic events in physical education classes. These events are: four-man bobsled, two-man bobsled, 90 M ski jump, 500 M speed skating, cross-country skiing, biathlon, slalom skiing, plus ice hockey.

It is a time of excitement that will culminate in an official as possible Olympic Games; including opening and closing ceremonies, medal presentation, torch, and oath.

You are welcome to come join us in the gym and catch the Olympic spirit.□

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Diane L. Pochron
589 Hickory Road
Oneida, WI 54155
Telephone: (414) 869-2006

Education:	1975 to 1977	University of Wisconsin, Marinette
	1977 to 1979	University of Wisconsin, Green Bay Bachelor of Science - Human Development
	1982 to 1983	University of Wisconsin, Oshkosh
	1983 to Present	Various education courses at: UWGB, Oshkosh, Eau Claire, and St. Mary's College
Certification:	42 Elementary Education: 116 Grades 1-6 316 Reading Teacher K-8	
Honors:	B.S. with Honors (G. P. A. 3.45) Cum Laude; Association of University Women Scholarship	

Experience Related to Teaching:

Sept. 1975 - June 1977	Day Care Assistant Director University of WI, Marinette
Sept. 1978 - Dec. 1978	Project Motivation; Teacher
June 1, 1979 - Aug. 23, 1979	Recreation Leader - Green Bay Day Nursery
June 5, 1979 - Aug. 15, 1980	Summer Recreation Program - Green Bay, WI
Aug. 1984 - June 1985	SEC Reading Curriculum Committee President Lena, WI

Teaching Experience:

Aug. 23, 1979 - Jan. 21, 1980	Teacher Intern (Grades 3 and 4), Kelly Book School Oconto Falls School District, Oconto Falls, WI
Jan. 23, 1980 - June 1980 and Sept. 4, 1980 - June 4, 1981	Title I Reading Aide Hillcrest Heights School Howard-Suamico School District, Green Bay, WI
Aug. 1981 - June 1985	Chapter I Teacher Lena Elementary School, Lena, WI
July 1983 - July 1984	(Summers Only) CESA Consultant Training and monitoring migrant teachers to use Computer Assisted Instruction - CESA #8 Gillett, WI
July - Aug. 1985, 1986, and 1988	Migrant Education Teacher (Summers Only) CESA #8 - Gillett, WI
Aug. 1985 - 1989	Chapter I Teacher Marinette School District - Marinette, WI
1990 - Present	Title V Teacher Rock Ledge Elementary School Seymour Community School District - Seymour, WI

Title V Program Recognized By Oneida BC

Photo by Dawn Thomas

The Title V Tutoring Program at Rockledge School in Seymour was honored by the Oneida Business Committee for its achievement for being named an Exemplary Program in Indian Education by the National American Scholarship Fund. **(Left to Right)** Council Member Sandra Ninham presents Teacher Diane Pochron, Coordinator Tim Hughes, Tutor Glory La Flex, and Principal Mr. Waitrovich a framed Year of the Oneida Nation poster. **Correction:** In last issue's story "Rock Ledge School" Glory La Flex was mistakenly identified as Gloria La Plant. We apologize for any confusion.

Program termed "exemplary"

By Bettyann Kowalski

Their goal is to get the students in and out of the program as soon as possible. Diane Pochron, Title V Indian Education teacher and her aide, Glory LaFlex, offer their students the tools to help them succeed academically in their regular classrooms. They have done their job so well, that the Rock Ledge Elementary Title V program has been recognized as one of 12 exemplary Indian education programs in the country and has been included in the first annual Exemplary Programs in Indian Education directory published by the Native American Scholarships Fund, Inc.

A federally funded program, Title V focuses on remediation of Native American students. The Rock Ledge program offers individual and group tutoring to kindergarten through fifth grade Native American students in reading and math as well as help in staying on task.

To accomplish that, Pochron and LaFlex work closely with the students' regular classroom teacher, following the course text and reinforcing what the students have learned. They offer the students more "hands-on" ways to grasp a concept, like using place value blocks to increase math skills.

Students placed in the program are there for various reasons, Pochron said. Some change schools a great deal, some have a hard time staying on task in large groups, some have minor learning disabilities, or are slow learners. Many are capable of doing the work, but need to develop good work habits. Most students will acquire the skills necessary to make it in the regular classroom and will no longer need remediation. Some will need the program throughout elementary school.

USING PLACE VALUE BLOCKS *Title V Indian Education teacher Diane Pochron illustrates a mathematical concept for her students. (Betty Kowalski photo)*

Although the exemplary status was bestowed upon the program because of its outcomes, or student performance based on achievement tests, what goes into the program is what helps the students perform so well.

LaFlex, herself an Oneida Indian, understands the students' needs and the issues they face. She and Pochron insist on parent involvement. Last year they instituted home visits in an effort to build trust between the school and home. "The key is all three working together, teachers, parents and kids," LaFlex said.

In her third year as an aide, LaFlex knows that to a certain degree she is a role model for the students. The focus is remediation, but Oneida culture is also infused into the program with the Oneida word of the week displayed on the wall of the room which is decorated with Native American pictures, drawings and stories.

Another successful venture begun last year was a motivational retreat. Pochron, LaFlex and 13 of their students spent the night at Fallen Timbers Environmental Center, learning and sharing. It gave the students a chance to "know us in a living environment," Pochron said. Speakers talked about careers like engineering and teaching and the students learned to work in cooperative groups. "The kids loved it," Pochron said. Next time, the plan is to bring parents as well.

Parental and tribe involvement is essential to the program. In order to qualify for federal funding, the school district must hold an annual Title V hearing. According to Title V coordinator Tom Hughes, some hearings are more productive than others, but the input is important.

The Seymour school district has had Title V for over 20 years, and the push for elementary intervention is a large part of it. "We get them off to a good start here," Hughes said. By preparing the students at a younger age, they are more capable of handling the challenges at the middle and high school levels.

The recognition given to the program by the Coalition for Indian Education (CIE) indicates that even outside the district, the program is having an impact. Pochron and LaFlex will have the opportunity to share their experiences with other educators at the sixth annual CIE conference in November. They, as well as representatives from the other exemplary programs have been asked by CIE president Dean Chavers, to speak at the conference to be held in Albuquerque, New Mexico.

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Rock Ledge Title V Program Named Exemplary

The recognition puts the Title V Program in the top 5% of all education programs.

By Dawn Thomas
Kalmetsaks

Some teachers get apples from their students, others get national recognition for their program from the National American Scholorship Fund.

The Title V Program at Rock Ledge Elementary School in Seymour joins twelve other programs in being named an Exemplary Program in Indian Education. Therefore, the program is in the top five percent of education programs.

That's one major apple.

"We try to teach kids strategies to work on what's going on in the classroom. They got that extra boost," said Title V Teacher Diane Pochron.

The program was chosen because of its students success in standardized tests.

"The way they figure the outcomes is based on different testing scores, how much (the students) have gained from the year before," said Pochron.

The program is geared towards Native Americans and is partially funded by the Oneida Tribe.

"My wage is paid half by the district and half by the Tribe," said Teacher Aide Gloria LaPlant.

"We try to incorporate Oneida themes like Oneida word of the week," said Pochron.

The program tutors each student about 90 minute and week, does team teaching with classroom teachers, and concentrates on the child's individual learning style.

"We have remedial reading, math and in upper grades we have a program called task completement," said Pochron, "That's for children who score high but are not bringing work in on time. So we help them out with that."

According to the Title V outline submitted to the Department of Education, in the 1991-1992 school year 100% of Native American students at Rock Ledge School passed the State Reading Competency test, 80% of the Title V students gained a year or more growth in reading, and 70% gained a year or more in math. That greatly surpasses the program's goal of 50% of their student showing a gain of a year or more.

"A big part of the program is parent cooperation, and the district has been very cooperative," said Pochron, "The strength of this whole thing is our ability to work as a team." Pochron also acknowledged the cooperation of the teachers and the Oneida Tribe.

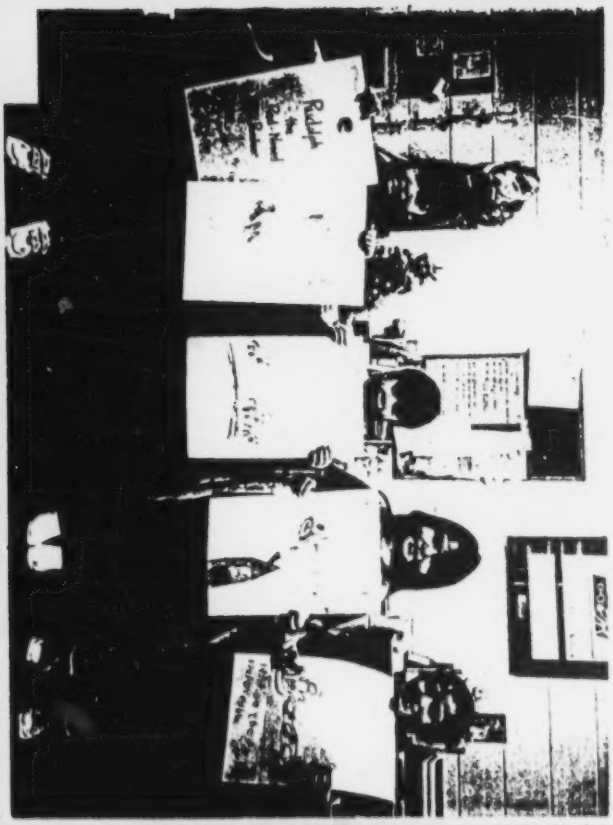
While improved test scores are an important goal for the program, Pochron has one that is higher.

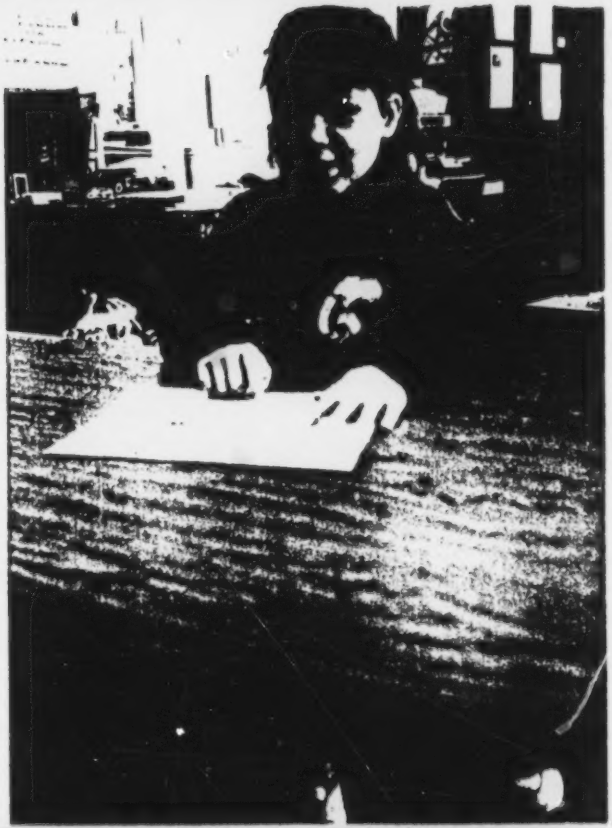
"Most kids work their way out of Title V. That's our main goal," she said.

Other programs such as the Freedom School District and the Oneida Library have visited the Title V program to try to model its success. However, schools across the country will soon have their chance to find out what makes the program work.

"We're invited to go to New Mexico to give a speech at the 6th Annual Coalition for Indian Education Conference to explain the program," said Pochron.

Pochron feels that good communications between the parents and the students are the key to the program. "The more that happens, the more we succeed," she said.





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SALMON RIVER CENTRAL SCHOOL INDIAN EDUCATION PROJECT

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Mr. David White
Title of Contact	Director, Indian Education Program
Address of Contact	Salmon River Central Schools Bombay-Fort Covington Road
City/State/Zip	Fort Covington, NY 12937
Telephone	(518) 358-9577

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

   The program is designed to decrease dropout rates and improve the self-esteem of Native American students in the district. The long-range goal is to regularize district funding for Mohawk language and culture courses so they may be offered continually.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

   The program is intended to reach the 52% of the Native American students in the school that are from the St. Regis Mohawk Reservation. It is aimed primarily at Indian students in grades 4-12.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

Our Indian Education Project (formerly Title IV, Title V, and now Title IX) has existed since 1973. For the most part it has employed local Mohawk personnel who have provided Mohawk language instruction and Home School coordinator services (liaison between Indian student homes and the school). Presently, four staff members, two language teachers and two Home School coordinators, comprise the project staff. Please see attached list of key personnel.

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

In 1990, the program was selected as a Showcase Project by the Office of Indian Education in the U.S. Department of Education and was an Indian Education Showcase Project at the annual conference of the National Indian Education Association.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels. etc.**

Our project services the St. Regis Mohawk Indian students residing on and around the St. Regis Mohawk Reservation which has territory in New York State, Ontario and Quebec Canada. This Indian student body hails from a wide range of socioeconomic backgrounds and is represented in the Special Education curriculum through the New York State Regents Diploma curriculum.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

The project's primary source of financial support comes from a U.S. Office of Indian Education formula grant. The project is also supported by the local education district, Salmon River Central Schools, which provides for indirect costs (use of building space, telephone, Xerox, etc.) as well as a portion of the salary and fringe costs of the two language teachers. A parent committee of concerned Mohawk parents oversees the operation of the project in partnership with the LEA to ensure that the program meets the needs of the Indian students.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

Success indicators include the decreased overall dropout rate of Native American students, the higher graduation rate and student pursuit of postsecondary education, and increase in the number of Indian students on the honor roll.

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

Prior to project initiation in 1972, the overall dropout rate for Native American students in the school district was 57%. In 1984, only half of the 26 Mohawk graduates were college bound. Other baseline indicators include a very low percentage of Native college matriculation (10%).

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

The dropout rate decreased from 57% to less than 10%. Many "dropouts" today are better described as leaves of absences. Many students return to school after less than two years of being out of school. The rate of Indian students matriculating to college has been over 50% for the past seven years. For the past five years it has been over 65% every year.

Within the last five years a higher percentage of students were out of school and fewer students were going on to college, due to Indian student involvement in cigarette smuggling, which offered lucrative cash gain for easy work. As the Canadian and U.S. governments have cracked down on the "illegal" trade and fines and penalties have increased, these sources of revenue have been less attractive and Indian students are now staying in or returning to school.

Attendance and academic performance has been improved through home visits, telephone contacts, and a student incentive program which rewards honor roll standing or perfect attendance for any 10 week quarter. The presence and efforts of other programs such as Upward Bound, J.O.M., PATS, and STEPS also have contributed to better attendance and achievement.

CHART I

Class Year	Mohawk grads	College Bound	Percent	Armed Forces
1984	26	13	50	1
1985	27	11	41	2
1986	21	10	50	2
1987	35	16	46	4
1988	33	24	65	2
1989	32	25	77	1
1990	28	22	77	1
1991	44	36	82	0
1992	22	17	78	1
1993	28	25	87	1
1994	29	20	68	0

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)**

    The statistics were gathered by the Title IX Indian Education Program through surveys conducted in the school district.

12. **Please describe any technology which was used with project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

    For instruction of the Mohawk language, the process has been integrated into Apple Macintosh computers, and it is now possible to listen to computer-generated Mohawk speech. This instructional format is utilized in the secondary language classroom, offered to the students in grades 5-12 that are taking Mohawk language classes.

13. **Please describe the methods, in detail, used to bring about the results.**

Students in grades 4-12 are offered classes in Mohawk culture and language. These courses are offered as part of the regular district curriculum, and are supplemented through books, articles, and videos about Native Americans. There is a Student Incentive Program sponsored by the Title IX and Johnson O'Malley programs that provides incentives to Indian students to earn perfect attendance and honor roll standing each quarter. There have also been extensive efforts made to include Mohawk parents on the school board, and have Mohawk people working in the school as teachers, counselors, coaches, and club advisors. In addition, home-school coordinators monitor student attendance and academic achievement.

14. **Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?**

This program can be implemented in any district where tribes are willing to integrate Native language and culture into the school curriculum and where parent involvement is sufficient to involve them in the program.

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

Title IX works in coordination with a tribally run Johnson O'Malley program (J.O.M.), an Upward Bound program, Potsodam Akwesasne Talent Search (PATS), Science Technology Entry Program (STEP), and an American Indian Science and Engineering Society (AISES) program. Title IX has also networked with other Title IX programs in New York state.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

Parents have been reported to transfer their students from other schools into the Salmon River district. Parents have also served as members of the parent committee for the Indian Education program, as well as on a committee that specifically addresses the educational needs of the Mohawk community.

17. **Please describe how students were selected for the program. List criteria used in selection.**

Any student who fits the U.S. Office of Indian Education definition of Indian is eligible for our services and can participate in the project.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

See item #5.

A LIST OF KEY PERSONNEL AND QUALIFICATIONS

HOME SCHOOL COORDINATORS

David P. White — Grades 9-12
Part-time Director
B.A. Psychology — Brown University
New York State Permit as a Home School Coordinator
21 Years Experience in the Title V Bilingual/Bicultural Program

Karen A. White — Grades K-5
A.A.S. Nursery Education
New York State permit as a Home School Coordinator
22 Years Experience in the Title V Bilingual/Bicultural Program

MOHAWK LANGUAGE INSTRUCTORS

Mary McDonald — Grades 9-12
B.A. Albany State 1977
Ontario Teaching Certificate 1987, University of Western Ontario CA

Rebecca White — Grades 5-8
Teacher Certification Elem. Ed. Hamilton, Ontario Teacher's College
12 Years Teaching Experience

U.S. Department of Education

Washington, D.C.

Certificate of Recognition

to

Salmon River Central School

Indian Education Showcase Project

In recognition of effective practices in the education of American Indians and Alaska Natives in the United States of America

Presented on this 15th day of October, 1990

Director
Office of Indian Education

Assistant Secretary
Elementary and Secondary Education

Secretary of Education

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TOHATCHI HIGH SCHOOL CAREER CENTER

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Mr. Frank Kattnig
Title of Contact	JOM Counselor
Address of Contact	Tohatchi High School P.O. Box 248
City/State/Zip	Tohatchi, NM 87325
Telephone	(505) 733-2536

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

   The program strives primarily to encourage Tohatchi students to continue their education beyond the high school level, whether it be in technical college, community college, junior college, or a university. The program also works toward dropout prevention, both in high school and once the students have started a post-graduate education.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

   The population of Tohatchi High School is 98% Navajo, rural residents with low income. Most of the students qualify for free or reduced lunches. The program serves high school students in grades 9-12 and beyond.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

Mr. Frank Kattnig has worked with the Tohatchi High School students for the last 12 years. He received his Bachelor's degree in English at what is now the University of Southern Colorado. After spending several years in California, he returned to school at New Mexico Highlands University in Las Vegas, New Mexico to earn his Master's degree in Counseling and Developmental Studies. During his graduate work, he taught in the reading lab, which prepared him for work with students whose proficiency is below their current grade level. Mr. Kattnig seeks funding resources for his students for both college and summer programs, keeps informed of summer program opportunities, tracks student progress in the school, assists students and graduates with completion of forms and applications for financial aid and postsecondary education, and counsels students on their career opportunities and choices. He also spends school year weekends and time during the summer taking the students on field trips to different schools and programs, including the Upward Bound program.

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

Mr. Kattnig has won awards of appreciation from the Indian Education Committee of Gallup-McKinley Public Schools. He also receives many gifts from the families of his students, such as Navajo rugs, pottery, and jewelry.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels. etc.**

The students are primarily of the Navajo Nation, and range from grades 9-12 and beyond. Mr. Kattnig has an "open door policy" which enables individuals who have completed school to return at any time for his assistance with applications and forms. Those assisted are primarily rural residents of low socioeconomic status. The area is very economically depressed, and unemployment rates have jumped dramatically in recent years with federal budget cuts that have closed offices where many Tohatchi residents once worked. Mr. Kattnig advocates college attendance for many local residents, whether it be directly out of high school or several years later.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

The primary support for the program comes from the federal government through the Johnson O'Malley program. These funds pay Mr. Kattnig's salary only. Fund for field trips and college visits for students come from a number of sources, including an Upward Bound fund where money is earned through bake sales, raffles, cake walks and the like. Additionally, the Navajo Nation sporadically provides funds through different departments, certain churches donate money, private organizations grant small amounts of funds, and local businesses are solicited for assistance through formal proposals. While traveling, the students often find ways to exchange their labor in return for a reduction or waiver on registration fees at conferences. Often, colleges will help groups of students by providing support for conferences, hotel rooms or food expenses. Families also subsidize trips with money for lunches and dinners, but all efforts are made to keep this amount to a minimum.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

The project's success is measured by the number of Tohatchi students who attend postsecondary schools and further their education, as well as the number of students who remain in or return to high school to receive their diploma, which often takes as long as six years. The student persistence level is very high, and they are willing to dedicate an extraordinary amount of time to their education and futures, often working on forms and projects during lunch and before and after school.

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

Before the inception of the project, the dropout rate at Tohatchi High was many times higher than its current rate of 7%, which is generally attributed to pregnancies, and these young mothers usually return to school after a period of time. In 1986, approximately 3-10% of the students were continuing their education in some form. By 1996, that figure had risen dramatically; 90% of the graduating class has applied to a higher education program, and of that 80% attended a school for a Bachelor's degree, associate of arts program, technical program or certification program. Mr. Kattnig predicts that 40-60% of these students will receive a degree.

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

During the past several years, 70-90% of Tohatchi students have consistently continued their education. Dropout rates are difficult to calculate, due to the fact that many times dropouts return to school after a period of time to complete the work for their diploma. During the first several years of the program, students that left the state to attend postsecondary schools encountered many problems that led them to return to Tohatchi including: racism, lack of preparation for academics, lack of experience with different communities, and fatigue with academics after many years of school attendance. These problems were combatted through the placement of students in summer enrichment programs (which assisted them with transition between high school and higher education, familiarized them with college campuses and urban settings) and field trips with groups of students in order to explore various opportunities available. The current trend is for more Tohatchi students to seek technical degrees rather than liberal arts, because it is felt that the skills they learn will help them secure employment in the future with greater ease.

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)**

Data are kept on each individual student in separate files, including information on all scholarship dollars they received, the college programs to which they have applied, the costs of different programs, and the summer programs in which they have been involved. Mr. Kattnig keeps permanent files on his students, which remain at the school for years after they leave, so that they may return and find their documents with ease. Mr. Kattnig also keeps computer files on disk with information on test scores and student progress.

12. **Please describe any technology which was used with project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

The students have access to a computer program called the Pepsi Scholarship Program, which provides them scholarship listings

under different divisions, including: field, state, school, corporate, private, and minority opportunities. Mr. Kattnig is also an advocate of teaching his students how to use the telephone: they learn the skills necessary to obtain information from a variety of schools and to present themselves in a professional manner.

13. Please describe the methods, in detail, used to bring about the results.

The Tohatchi Career Center uses many methods to get results with the students. Mr. Kattnig encourages the students to enroll in a variety of summer programs, including live-in campus situations, with students attending approximately 30 different programs in 30 states (such as NY, MA, AZ, NM, CA, and WI). In this manner, it is possible for students to have seen six different states in programs, and to have spent time living on a college campus before they complete high school.

Students are also encouraged to attend junior or community colleges prior to enrolling in a larger university, and transfer their credits when they feel ready.

Mr. Kattnig's "open door policy" means that students can receive help with the large amount of paperwork that must be completed to attend postsecondary schools, at any time during or after their time at Tohatchi High School. Mr. Kattnig also enters Senior classes to teach students about the "paperwork trail." His instruction covers many angles, including filling out financial aid forms, creating resumes, and filling out job and college applications.

This instruction has extended into cooperative efforts with other departments at the school, for example, the English department offers students a workshop on writing personal essays for applications. Mr. Kattnig also takes students on trips to visit colleges and participate in programs both in and out of the state. Preparation also takes the form of pretests sent by postsecondary schools and administered by Mr. Kattnig.

Students are also encouraged to participate in "concurrent enrollment," taking college level courses for credit while they are still in high school. In addition, many schools actively recruit students at Tohatchi and make visits, including Stanford, Colorado College, Colorado State, University of New Mexico, New Mexico

State, and New Mexico Highlands, among many others.

14. **Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?**

The program can be successful in any school where the project director has a bond with the students, and is willing to talk and listen to them, travel with them, and spend a lot of time outside of school hours giving them assistance and encouragement. The project director has to be willing to actively seek students out, and work really hard to maintain cu ent information about the students's academic and personal lives. This program would be most successful in smaller communities, where family involvement will be more easily gained, and the project could directly benefit all students in the school.

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

In 1994, Mr. Kattnig delivered a presentation at the seventh annual conference of the National Coalition for Indian Education, and has made speeches at conferences for the National Indian Education Association and various colleges. He has also taught workshops both locally and in different locations in New Mexico on filling out college applications, various forms, and writing the personal essay. He also offers information to other counselors in his school district. He makes all efforts to train his students, in the hopes that they will return to the field of education offering students the same services he has provided at Tohatchi High School.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

Parents have gone on field trips with the students to attend programs and visit schools, and have always cooperated with Mr. Kattnig's requests for home visits and general information. They often drive their children to in-state locations for summer programs, and attend banquets at the termination of the program. Some parents take their children to their postsecondary institutions and help them settle in and enroll. Some parents have helped raise funds for the program, and all Tohatchi parents have shown interest in providing a better future for their children. Grandparents and aunts and uncles also play an active role in the

education of the children at Tohatchi High, attending various school programs and providing assistance and information whenever possible.

17. **Please describe how students were selected for the program. List criteria used in selection.**

The entire population of Tohatchi High School is served by this program, including special education and gifted students.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

The Tohatchi program has appeared in several articles in newspapers and the newsletter of the National Coalition for Indian Education.

STUDENT SUPPORT SERVICES PROJECT (SSSP)

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Mr. Gregory Owens
Title of Contact	Assistant Director/Math Instructor
Address of Contact	UAF P.O. Box 756560
City/State/Zip	Fairbanks, AK 99775
Telephone	(907) 474-6620/6887, fax (907) 474-5817

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

The focus of the program was to improve the success rate of Native American/Alaska Native students in Math 107, Functions for Calculus course. It was hypothesized that this would subsequently increase the number of Native students pursuing majors in math-dependent areas.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

The target population is under-prepared college students, especially students from rural Alaska.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

SSSP's math instructor, Gregory Owens, designed, implemented, evaluated, and continues to develop this program for the past eight years. He has been aided by student tutors employed by the program, four academic advisors (employed by a separate program) who counsel students into classes and help in monitoring

student progress, and by the SSSP staff.

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

Meritorious Award for Excellence in Teaching, spring 1988.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels. etc.**

Some 80% of SSSP students are Alaska Natives from rural Alaska. They are both first time college freshmen and returning older students, the majority of which are first time freshmen. All who are enrolled in SSSP qualify as academically under-prepared, often needing both developmental math and developmental reading assistance. By federal regulation, 66.6% of the SSSP student population must be both first generation college students and also quality as low income.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

SSSP is a TRIO program and is fully funded by its federal grant. Although SSSP operates within the College of Liberal Arts, no university or state dollars support its work. The university provides space and administrative support: fiscal, purchasing, etc.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

The performance indicator used is the percentage of Alaska Native students who successfully complete Math 107, Functions for Calculus.

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

Baselines during the 11 semesters including Fall 1982- Fall 1987
A. Success rate (C or better) of Alaska Native students: 31.8%.
B. Average number of Native students per semester to successfully complete: 8.
C. Average number of Native students who withdrew every semester: 11.
D. Average number of Native students who earned an A: 1.4.

10. **Please describe changes in baseline data over time, from project initiation to the**

present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.

After implementation for the 11 semesters including Spring 1988-Summer 1993
A. Success rate (C or better) of Alaska Native students: 57.6%.
B. Average number of Native students per semester to successfully complete: 15.5.
C. Average number of Native students who withdrew every semester: 7.3.
D. Average number of Native students who earned an A: 5, an increase of 267%.

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)**

Greg Owens did the collection and analysis with the help of the UAF Admissions and Records office. Tests were written and administered by the UAF Math Department.

12. **Please describe any technology which was used with project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

Overhead projectors have been used with math manipulatives, but not frequently. Graphing calculators (TI-81 and TI-82) have been used on a regular basis; the program has several which can be loaned to students for the semester. There has also been some limited use of computer software to reinforce classroom topics.

13. **Please describe the methods, in detail, used to bring about the results.**

* Extra classes: 4.5 versus the usual 3 hours per week for a three credit class.
* Group problem solving: This was an attempt to examine math in a larger context and to develop a group rapport and interdependence.
* A historical understanding of the importance of the class and its impact on future degree decisions.
* A review of previous results for Native students in Math 107.
* OVERALL, A REFUSAL TO ACCEPT PREVIOUS FAILURES.

14. **Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?**

This project can be replicated in any setting in which an excellent teacher is willing to work very hard with students both in class and out of the classroom. It requires an understanding of human motivation as well as an ability to explain math concepts in a variety of ways while providing opportunities for students to work together.

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

Presentation at the National Council of Education Opportunity Associations convention in Tampa Bay, Florida (national conference); presentation at a science conference in Barrow, Alaska; and expressed interest in presentations at the Northwest Association of Special Programs regional conference. Presentation at the First Annual Exemplary Institute, 1996.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

Parents of students are rarely involved, as most students are from rural Alaska, and travel costs preclude frequent visits.

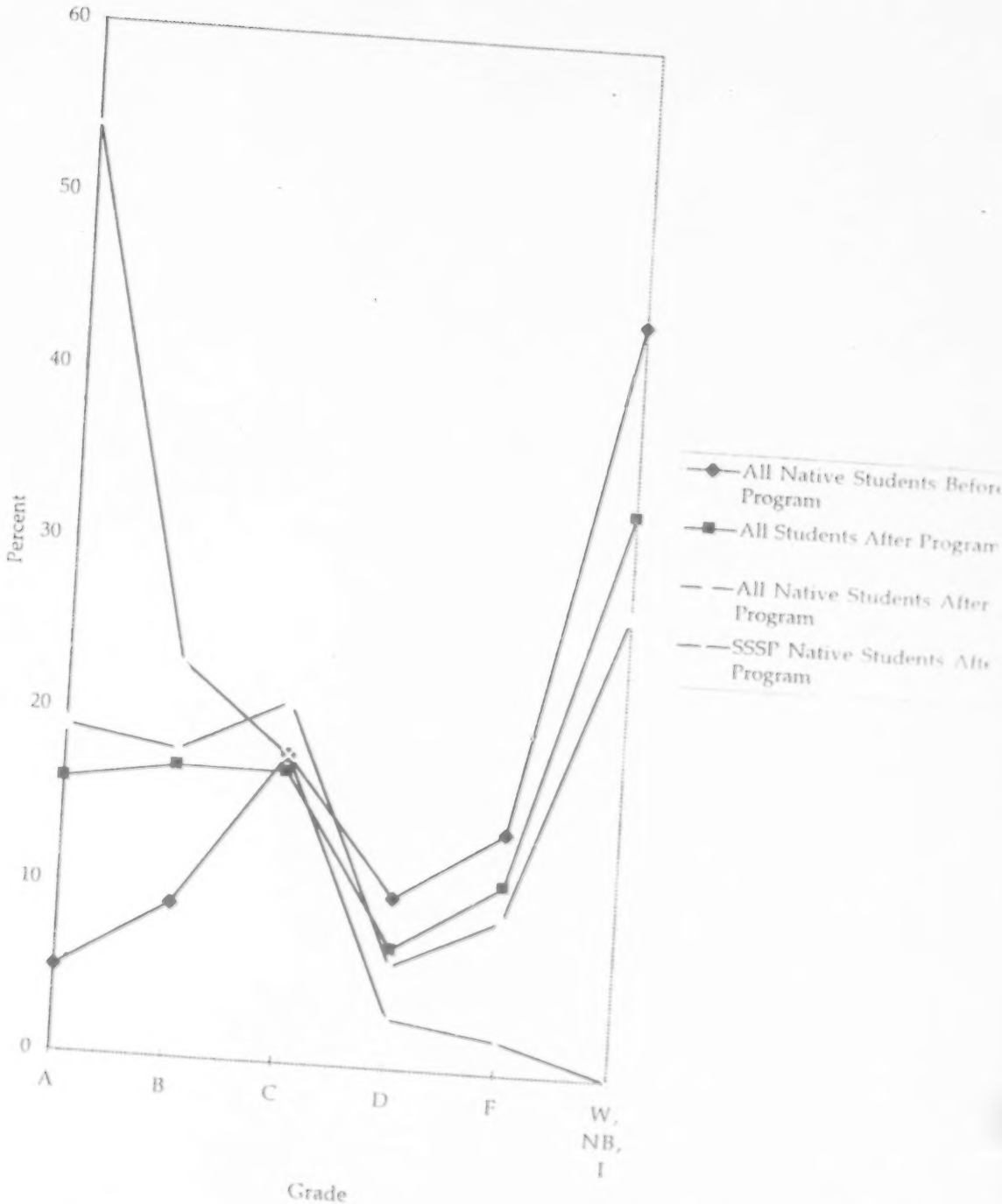
17. **Please describe how students were selected for the program. List criteria used in selection.**

All students who are eligible for SSSP services and whose math pre-test (ASSET) places them in one of the program's developmental classes may enroll as long as space is available. SSSP eligibility is based on federal regulations: parental education, income, and/or disability status.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

There has been little recognition of the program on the UAF campus. Although individual faculty members are aware of its impact on opportunities for Alaska Native students, in general its success has been overlooked.

Pre-Post Changes in Native Outcomes in Precalculus at the University of Alaska Fairbanks



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(Table 2)

Results of SSSP Math Lab on Outcomes in Precalculus at UAF

Fall 1982 through Fall 1987

All Students			Non-Native Students			Native Stu		
Grade	n	Percent	Grade	n	Percent	Grade	n	
A	311	13.8%	A	296	15.0%	A		
B	362	16.1%	B	338	17.1%	B	24	
C	439	19.5%	C	390	19.8%	C		
D	173	7.7%	D	146	7.4%	D	27	
F	289	12.9%	F	249	12.6%	F		
I,NB,W	675	30.0%	I,NB,W	553	28.0%	I,NB,W		
TOTALS:	2249	100%		1972	100%		277	
C or better inc. W's		49.4%	C or better inc. W's		51.9%	C or better		
C or better exc. W's		70.6%	C or better exc. W's		72.2%	C or better exc.		

Spring 1988 through Summer 1993

All Students			Non-Native Students			Native Stu		
Grade	n	Percent	Grade	n	Percent	Grade		
A	352	15.7%	A	297	15.2%	A	55	
B	379	16.9%	B	325	16.7%	B		
C	379	16.9%	C	317	16.3%	C		
D	148	6.6%	D	130	6.7%	D	18	
F	255	11.4%	F	227	11.7%	F		
I,NB,W	732	32.6%	I,NB,W	652	33.5%	I,NB,W	80	
TOTALS:	2245	100%		1948	100%			
C or better incl. W's		49.4%	C or better incl. W's		48.2%	C or better incl.		
C or better excl. W's		73.4%	C or better excl. W's		72.5%	C or better excl.		

W=Withdrawl, I=Incomplete, NB=No Basis

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FOCUS ON EXCELLENCE PROGRAM

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Mr. Reid Riedlinger
Title of Contact	Superintendent
Address of Contact	Wellpinit School District P.O. Box 390
City/State/Zip	Wellpinit, WA 99040-0390
Telephone	(509) 258-4535, fax (509) 258-7378

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

Wellpinit School District takes a holistic approach to improving the educational opportunities for Indian students. This is accomplished through a variety of projects, strategies and programs directed at intensifying student academic interest and performance levels. Our program not only focuses on increasing students's fundamental abilities in areas such as reading and mathematics, but also provides them with advanced training and skills to prepare them for a post-secondary education and the workplace both on and off the reservation. We have identified a number of specific areas of concern which forms the backbone of our Focus on Excellence program and has enabled the school district to:

* reduce dropout percentage
* reduce out of school suspensions
* increase CTBS scores
* increase student interest in mathematics
* improve student keyboarding skills
* cultivate student and faculty global awareness and connectivity
* improve elementary reading ability
* reinforce and enhance staff computer skills
* increase opportunities for higher education

For Students:
* Increased access to state of the art technologies
* An alternative education program
* Student-to-student monitoring
* Travel experiences

For Teachers:
* Comprehensive discipline program
* One-on-one computer training
* Enhanced teacher housing and recreational facilities
* Extra pay for extra duties

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

The Wellpinit School District is a one-site rural school located on the Spokane Indian Reservation forty-five miles northwest of Spokane. The school has been in continuous operation since 1913 and moved into new facilities in 1987. The district employs twenty-four certified staff members and has nine instructional aides and serves a student population of approximately 325 students. The Wellpinit student body population has doubled over the past five years.

The Focus on Excellence program reaches the entire K-12 student population of Wellpinit School District which is almost wholly (98%) comprised of Native Americans representing the Spokane, Colville, Flathead, and Kalispell tribes, among others. The socioeconomic status of the families of our students is low as evidenced by our food service program which provides free and reduced cost meals for 82% of the student body. The Wellpinit School District, a public facility, primarily enrolls children of families from within the boundaries of the Spokane Indian Reservation.

Recently, Wellpinit has increased its student body by more than 10% by busing students from the outlying areas of the reservation typically served by other school districts which have lower proportions of Indian students.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each**

person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.

The Focus on Excellence program has been deployed on many fronts and is managed by a consortium of staff members. This effectively enables each project or strategy to continue beyond the tenure of specific team members and also provides for the addition of new ideas on an ongoing basis. Each facet of the program is guided by a staff member or a staff-team who possess skills and expertise in a particular area. For the sake of brevity and the fact that most of our staff are integral to the program's success and continuation, only six staff members will be specifically identified:

Dr. Magne Kristiansen - Technology Coordinator
Miss Terry Bartolino - Administrative Assistant
Mr. Jerry Hombel - Administrative Assistant
Mr. David G. Auerbach - Science Liaison
Mr. Mark Gray - Elementary Liaison
Ms. Joni Scott - Media Specialist

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

The Focus on Excellence program won the Exemplary Programs in Indian Education (EPIE) award from NASF in 1993. Our first year of program implementation, has led to awards and recognition for individual staff members. In a joint project focusing on local environmental issues, our Science, Mathematics, and Language Arts teachers were each given Excellence in Education awards by Washington Water Power as well as a $1000.00 grant. In addition, Hewlett-Packard recognized the impact of the project and offered an equipment donation totaling almost $6000.00.

David Auerbach, our science teacher, was given an award from the Association for Supervision and Curriculum Development. He was recognized for his contribution to quality educational practice which enhances growth and development of educators and students in the state of Washington.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels. etc.**

Students served in the program are primarily Native Americans of various tribes, and reservation residents in lower income families.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

The outlay for the Focus on Excellence program has come primarily from Wellpinit's standard operating budget. The main factor in the financial equation thus far has not been monetary as the staff has devoted time and energy to getting the program off the ground. Staff members working on projects and training have been given professional days and additional time off to help offset the extra duties. Plans are in the works for providing staff with incentives for extra duties and will be implemented in the 1996-97 school year. As the program gathers momentum, additional funding will be garnered through grants and other awards solicited by the administration and teachers.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

Because the Focus on Excellence program is geared for "whole school success," the number of indicators by which we quantify our program's success is not limited. Areas of primary concern include the dropout percentage, absenteeism, matriculation rates and CTBS scores.

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

The dropout rate at Wellpinit has been reduced to zero percent Kindergarten through 9th grade and one percent 10th through 12th grade with the implementation of an Alternative Education program. The program has given new opportunities to those students with histories of poor attendance and/or failing grades. The program has been successful in that it reached students currently in jeopardy and has brought back students who had dropped out in previous years. Only 15% of graduating seniors went on to college. Test scores ranged from the 20th to the 25th percentile.

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

Between the years 1989 and 1995, fourth grade math scores went from the 21st to the 71st percentile. Eleventh grade math test scores went from the 28th to the 45th percentile.

11. Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)

CTBS scores are analyzed by a committee consisting of Reid Riedlinger, Jerry Hombel, Terry Bartolino and the School Board. Although Washington requires that grades 4, 8 and 11 are tested, Wellpinit tests all students. The scores are quantified longitudinally to ascertain scholastic growth and improvement over the past five years. This process not only helps the students's parents review progress but enables our curriculum committee to alter ongoing curricular design in response to deficiencies and/or sufficiencies in our program. We also compare our scores to other schools in Washington state with high proportions of Indian students.

CTBS scores in reading, language arts and mathematics have been used as baseline indicators for program assessment. Our tracking (see charts) includes scores for 1993 through 1996.

12. Please describe any technology which was used with project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.

Wellpinit School District has a strong commitment towards the use of technology in the classroom. The underlying district philosophy is to prepare students for the job market, both local and global, and for pursuits of post-secondary education. Today's jobs require higher order thinking skills and computer proficiency.

In order to align the district's curriculum with the state's essential learning and assessment system, Wellpinit's staff must be computer literate and functional. Wellpinit is shifting its curriculum towards a performance-based system whereby students are individually challenged at their level of comprehension and ability. This requires a higher level of sophistication on the part of the teacher when providing curricular materials and assessing student performance.

Wellpinit has determined through experience that delivery and

assessment of curricular materials in many cases can be handled by computer and other ancillary technologies. To this end the Wellpinit School District has devised the Integrated Curriculum Program Model to combine computer-aided instruction with traditional textual teaching methods to ensure each student has the maximum opportunity to learn. The model is based upon proven techniques and methods developed and refined over the past seven years.

The purpose of the Focus on Excellence program is twofold: (1) Recognition and monetary award will provide the status and seed money to help provide teachers and staff with the means to achieve a basic working knowledge of each component of the district's Integrated Curriculum Program Model. The model utilizes a combination of computer-based and teacher-based instructional methodologies and requires training for implementation. Training enables the staff to help students, K-12, use the program components of the computerized curriculum to the maximum and fullest extent. The Integrated Curriculum Program provides students with hands-on experience that can be immediately transferred to the workplace or any institute of higher education; and (2) to develop a prototype of consistency that will enable the Wellpinit Integrated Curriculum Program to be communicated to staff members in other school districts in Washington and beyond.

Wellpinit school has more than 175 networked computer work stations throughout the school providing an 1.8:1 student to computer ratio. Currently each classroom has six IBM-type workstations, InterNet access, a printer, teacher telephone with outside lines and a combination TV/VCR with satellite programming available on demand. Each computer workstation has the capacity to access all curriculum software and can also be used in a stand-alone capacity.

The Wellpinit educational computer network forms the framework of the district's Integrated Learning Profile. The Wellpinit School District facilitates the growing need for technology-based education by using the Focus on Excellence program as a springboard to disseminate instruction to new staff members and current staff members requiring skills to access all facets of the district's computer network.

Wellpinit also has full access to the InterNet via 56kbps routed line leased from WEDNET. All computers with at least 8 MB of

RAMemory (49%) have InterNet access. With more educational programming on the InterNet, it is becoming necessary to upgrade our equipment for greater access to this and other "on-line" providers. Future grant funding and some district matching support will secure modems and equipment to allow dial-up service for community access to our InterNet Web Site. Teachers will also benefit from this enhancement by having access to curricular programming from their home computers.

Computers and related technologies are not the "end all - be all" of the Integrated Curriculum Program Model. Wellpinit has adopted a number of other techniques for maintaining and improving teacher-to-student interactions which include standard classroom management and subject dissemination skills. We provide new teachers with mentors to help facilitate their transition to our unique school program.

13. **Please describe the methods, in detail, used to bring about the results.**

Wellpinit School District has a distinct advantage in the use of computer-aided instruction in the classroom as our programs are already in place and used successfully within the school. Our commitment to technology has taken the traditional school computer laboratory and turned every classroom into a computer laboratory. Teachers augment the delivery of curricular materials, specifically in the areas of reading, writing, communication and math, by working with computers, not on them.

Computer proficiency enables Wellpinit teachers to establish individual learning profiles for students. Specific programs of learning can be tailored so that all children can succeed and improve at their own ability and comprehension level.

The district's success thus far has enabled more students to be prepared for jobs and higher education than ever before. In addition, the use of computers has enabled teachers to provide more comprehensive reports to parents and administration regarding student progress. The chart below identifies the key programs where teachers require basic and advanced training. Essential learning and assessments will be more successfully implemented after a regimen of training has been established. Our training includes the following key programs:

INTERNET Access	Edunetics-Science and Math	AutoCad
Local and Non-local E-mail	Grade Level Examinations	Auto-Skills
IBM Learning Software	MS/DOS and Windows	Writing to Read
OSCAR Grading Program	PLATO/The Roach Organization	Computer Programming
Jostens Learning System	MS Word/Word Perfect	General Computing Skills

To curtail absenteeism, Wellpinit has created a home school coordinator position. The purpose of the coordinator is to act as a liaison between parents, school, students, and the community. It is the responsibility of this person to follow up on student absences and to see that students make it to school and other appointments. The coordinator provides auxiliary transportation, home visitation, and immediate parent contact for special needs or when signatures are required.

14. **Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?**

Wellpinit School District has already adopted portions of the Framework for Excellence as set forth in the Washington State Comprehensive Plan for the Improvement of Student Learning. The setting of the district with regard to its reservation location and Native American population places Wellpinit in a unique and tenuous position. The school district and the community are working in concert to improve both the quality and quantity of graduates from Wellpinit School.

The district endeavors to provide local candidates for jobs which are available on the reservation (and in many cases beyond). In the past, jobs with Native American preference went unfilled or were given to outside candidates due to a lack of qualified local talent. The community and school promote educational excellence among the young people of the Spokane Indian Reservation. This is in a direct attempt to address the increased need for job candidates. The district is also working to make the transition from high school to higher education or high school to the business sector a reality for a wider portion of its student body.

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

The Focus on Excellence program will enable more projects to be considered and developed, giving Wellpinit students an edge in higher education and employment areas. A program to facilitate communication between high school and college students via the InterNet is being planned.

Wellpinit students are also provided the opportunity to participate in work/study programs. These programs place students in local businesses and tribal and governmental agencies to groom them for possible future employment. Internships in areas requiring on-the-job training are also available to Wellpinit students. Many of these opportunities are direct spin-offs resulting from computer skills taught in the classroom.

The Wellpinit School District has also joined forces with Spokane Tribe Public Health and Safety Network to address the special needs of the community and examine youth issues. Teachers and students have become an integral part of that board.

The school district is providing opportunities for tribal elders to offer assistance to students during school hours. The school is also working closely with the Head Start program to help ensure that students come to school ready to learn. Coordinated efforts between the community and the school maintains the discipline required to ensure that students continue to be ready to learn throughout their student careers. A community oversight committee has been empowered to ensure that the school district is meeting state and local expectations for improvement of essential learning and assessments.

Wellpinit has set higher standards for its students. Scores on national tests have shown improvement over the last five years which is a testimony to a commitment to excellence on behalf of the administration and staff. The district's attendance and graduation rates in the high school have improved dramatically since formation of the community and school partnerships. Students's improved technological proficiencies may be owing to the fact that Wellpinit has provided increased access to technology and the tools of business and industry. Future grant funding and district support will assure that efforts for progress in these important areas will continue to be a high priority.

Wellpinit School District is actively seeking grant funds to provide district-wide technology training for all certified, classified and support staff. A major component of our program's budget calls for pay for substitutes while staff members are involved with their individualized training programs. In addition, the project will eventually require a coordinator and an oversight committee made up of parents, teachers, and other community members to oversee participation and content of the training. In light of the scope and breadth of this undertaking, efforts to cut overhead and free up funds for the Focus program are in progress. Wellpinit has significantly reduced our dependence on our local Educational Service District and has added a Speech and Language Pathologist and a Psychologist to the staff. In addition to the savings realized by this bold step, we have created a positive cash flow by contracting their services to other local school districts.

Wellpinit School District personnel provide most of the technology training using district staff as instructors. Owing to individual proficiency in various areas of our computer programs, Wellpinit has designed a schedule that brings practicing teachers (and support staff) together on a one-to-one basis for computer training sessions. We have surveyed our staff members to ascertain computer strengths and weaknesses and have organized a training schedule that identifies a minimum of 15 essential skill areas specific to the Wellpinit District (see chart) to interact with our staff in inservice group settings. Proficiency in the essential skill areas will enable our staff to better serve our student body.

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

See above; #13, 14, 15.

17. **Please describe how students were selected for the program. List criteria used in selection.**

The Focus on Excellence program is not a one-dimensional, one-population project aimed at improving the educational opportunities of Indian students but a schoolwide top down program that can be replicated by others. It can be implemented at any location regardless of ethnic or cultural consideration. Our setting as a public school on reservation lands and our high proportion of Indian students affords a number of unique opportunities not found in traditional school models. However, we are forging new

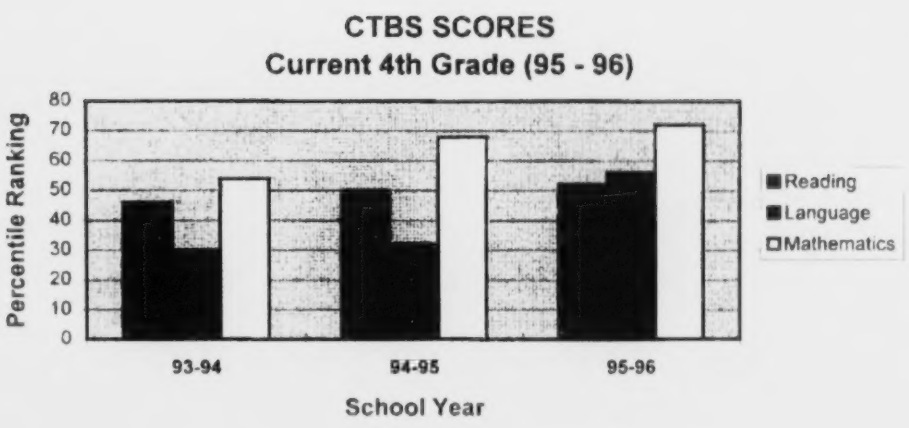
pathways of teaching and learning as much as we are reshaping and refining the tried and proven methods of reaching young people.

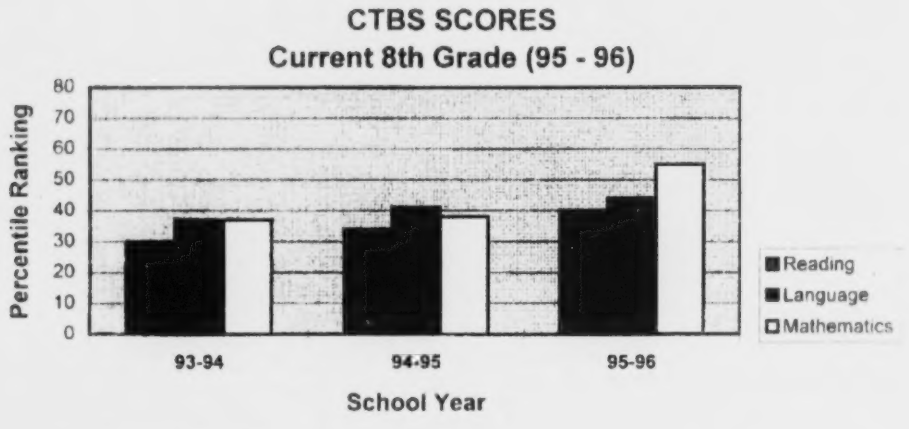
Our methodology is simple; provide the tools, incentives, and vision and the students will rise to the expectations. Aim for the stars and a miss will still yield positive results.

Technology coupled with training, tied to performance, incorporating objectives and outcomes, and involving the community will allow any school to achieve the success that Wellpinit has. The tools can ultimately be found within schools themselves. A progressive administration and a willing staff will provide the impetus for students to improve.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

See above, #5.





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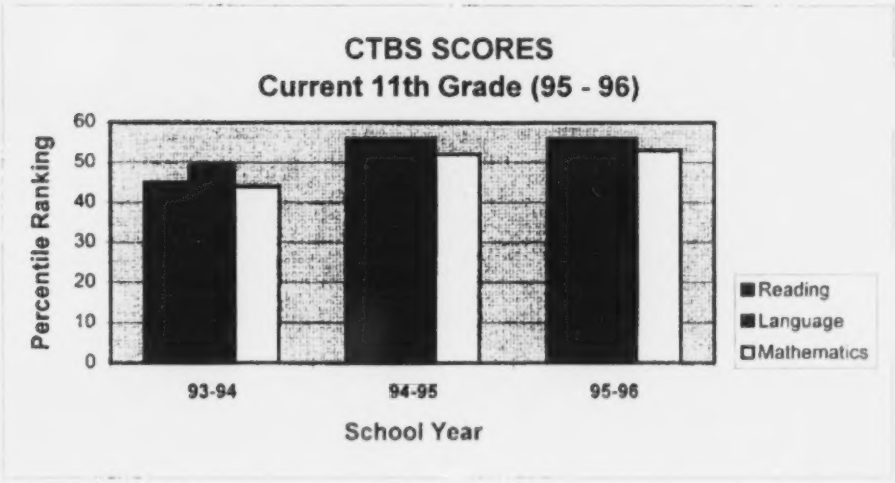

Wellpinit School District
National CTBS Percentile Rankings - Whole School

LANGUAGE ARTS

Fall 1995	Spring 1996
42	48

READING

Fall 1995	Spring 1996
39	46

MATHEMATICS

Fall 1995	Spring 1996
51	61

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WELLPINIT SCHOOL DISTRICT

1994-1995 ANNUAL REPORT

Board of Directors

Terry Payne

Richard Garry

Jack LeBret

Larry Brown

Greg Wynecoop

Superintendent

R. Riedlinger

WELLPINIT SCHOOL DISTRICT
1994-95
ANNUAL REPORT

BACKGROUND

Pride is the name for what is taking place in the Wellpinit School District, a K-12 public school system serving approximately 300 students on the Spokane Indian Reservation.

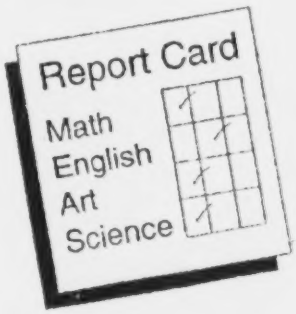
The district employs a certified staff of 22, a full time psychologist, a computer programmer and classroom support tutorial aides for all grades kindergarten through eight. Two full time aides also support the Special Education Program and two aides strengthen the Indian Education Program. The district provides six transportation bus routes for any student living on the reservation.

MISSION STATEMENT

The mission of the Wellpinit School District is to provide each student with an equal opportunity to receive a quality education that enables them to challenge and achieve at their full potential in a culturally diverse and changing society.

Recognized nationally as one of the nations leading schools in education of Indian students, the district implemented an innovative technology program that has brought the world to the finger tips of all students. Each classroom has six network computer stations, printers, combination TV/VCR, teacher telephones, and satellite cable access. The district provides individual, as well as, network, remediation, reinforcement, and enrichment software to all students. Many students in high school take Internet classes and fourth through twelfth grade students have their own E-mail address.

Overall test scores, during the last four years, have steadily improved. Math scores especially, have seen a major improvement. Much of this improvement can be attributed to the district successfully integrating and sequencing regular text material for core subjects with an alignment of a computerized learning system.



All Wellpinit students are given a full free breakfast and a full free lunch without regard to their family income. Students have three lunch periods of thirty minutes each. Also breakfast is served for thirty minutes after the buses arrive in the morning.

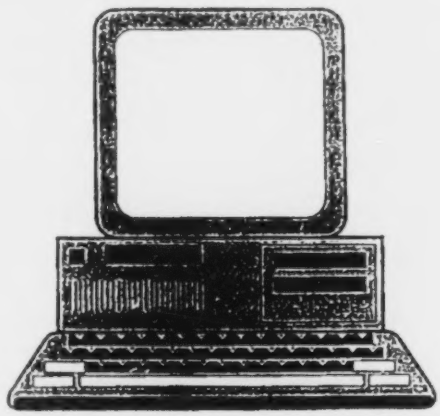
The school interior has been visually enhanced with original art work by local artists and a relaxed atmosphere generally pervades the hallways. One of the benefits of a strong school board commitment to high standards and responsible student behavior is an increase in attendance and school morale.

EXPENDITURES

The finances of the district are provided through revenues received from apportionment funds from the State of Washington, various grant programs, Title I funds, Indian Education program funds, and Public Law 874. A detail analysis of funds received and expenditures is attached.

The expenditure of $7407.00 per pupil for Wellpinit is one of the highest in the state. The district has a payroll of approximately $130,000.00 per month and an average accounts payable expense of $53,000.00 per month.

The reported enrollment in 1990 for the district was 181 students. The present enrollment is 307, an increase of over 69%. The daily attendance rate of the students in grades K-8 in 1994-95 was 95% and the daily attendance rate for students in grades 9-12 was approximately 90%. No K-8 student has dropped out of school since 1991 and the drop out rate for students in grade 9-12 is less than 2%. Twelve students graduated in 1995 and of those twelve students eleven have made application to enter college.



The district school facilities, including transportation, consist of the following: a modern three story school site constructed in 1987, a softball field, football practice field, a student playground, a 250,000 gallon water tank, private septic field, 17 teacher houses, two storage buildings, a seven-bay covered bus garage, a 14 yard dump truck, one backhoe, a flat bed dump

truck, a dirt loader, an International crawler, one trencher, a Caterpillar grader, two vehicle trailers, two pickup trucks, two suburban vans, one 9 passenger van, six school buses, one small farm tractor, and a district office van.

The district facilities and vehicles are maintained by staff of eight people who are also the district bus drivers. The bus drivers act as custodians, maintenance personnel, mechanics, and grounds keepers, when not driving bus. The district operates a full facilities repair, building up-grade, and facility cleaning program during the summer months. Generally all district support personnel are used in the summer program.

SCHOOL IMPROVEMENT GOALS

The Wellpinit School District currently works with many of the community organizations to improve services to the students of the district. The school's special education department coordinates with the Spokane Tribal Head Start program including the local child find efforts. The school works closely with the Indian Health and Family Services for medical appointments. The staff of both agencies frequently involve the school in the process of counseling students and families. The school also works closely with the local Child Protective Service providing any assistance necessary when appropriate

The Spokane Tribal Council has been and will continue to be involved in working with the school on major social issues such as drug and alcohol abuse, student attendance, along with cultural and community awareness. Although Wellpinit students have a low incidence of violence, physical confrontation in 9-12 does occur. Wellpinit experiences approximately one to three physical confrontations per year.

The school has initiated a series of tribe/community leadership meetings. Persons attending the meetings included parents, elders, departmental leaders from the community and area. Many of these community leaders are parents with children who are students in our school population. This has a strong impact on the school not only as far as the student's potential for contribution to the community but also as family members. This team works with the

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school on problem solving for many of the issues facing the students of our school district. The school district has also been coordinating with the Spokane Tribal Community College in helping to provide facilities and equipment when asked. The school has conducted interest and profile surveys within the community and the various agencies to assess areas of needed improvement. All community members, parents, and relatives are encouraged to become a part of the educational process and the school family.

STAFF DEVELOPMENT AND IMPROVEMENT PLAN

The major focus Of the Wellpinit School District's professional development plan is the implementation of a Total Quality Management program schoolwide. Teachers, parents and students are being sent to professional outside seminars and conferences on TQM. Professionals in the area of TQM are being brought to the school district to provide in service training for certified and classified staff. The school is also planning for community conferences and community workshops relating to Total Quality Management. Under the TQM program, the school staff and the community will work together as a team to develop new programs and identify areas for needed improvement. The program allows for all of the people involved with the school's programs to have the opportunity and responsibility for involvement in the planning and implementation of the programs.

Other service training is being provided throughout the school year. Outside professionals work with the Schoolwide Planning Team to work on school improvement. Certified and classified staff also meet weekly throughout the school year with the school superintendent to work on school issues and staff development.

These professional development programs are designed to specifically improve the functioning and communication systems within the school. As a result, the teachers, parents, and staff have the opportunity to relate information and ideas for overall school district operation and improvement.

During the Spring of 1995, a needs assessment survey was conducted among teachers, aides, and parents. The individual and class composite scores were developed and the CTBS scores were evaluated and compared to other local schools and statewide averages. The following pages show the results of those comparisons.

CTBS Grade 4 District Level Trends for Mean National Percentile 1991-94 Comparison of Local Schools

	Reading				Language				Mathematics				Total Battery			
	1991	1992	1993	1994	1991	1992	1993	1994	1991	1992	1993	1994	1991	1992	1993	1994
Columbia	47	58	48	69	41	62	56	74	26	47	58	69	37	56	54	70
Cusick	51	32	42	30	42	35	31	32	39	30	31	32	45	30	33	31
Inchelium	22	37	54	62	22	30	58	28	23	25	66	51	19	29	63	49
Mary Walker	48	41	58	62	38	22	36	28	31	20	42	44	39	27	40	38
Reardan/Edwall	63	62	48	48	53	61	44	45	45	53	37	37	55	60	43	43
Republic	44	55	50	45	48	54	46	40	45	58	60	60	45	56	52	48
Wellpinit	20	a	36	39	20	45	35	28	21	49	40	30	20	a	36	32
State Average	54	52	51	50	52	51	50	49	48	46	47	47	52	50	49	49

CTBS Grade 8 District Level Trends for Mean National Percentile 1991-94 Comparison of Local Schools

	Reading				Language				Mathematics				Total Battery			
	1991	1992	1993	1994	1991	1992	1993	1994	1991	1992	1993	1994	1991	1992	1993	1994
Columbia	55	68	48	55	42	70	45	51	51	60	55	58	49	74	49	56
Cusick	36	42	56	52	30	30	42	40	39	42	43	49	33	35	46	47
Inchelium	44	42	43	45	24	40	17	51	44	35	31	52	41	39	25	49
Mary Walker	48	33	38	64	32	22	34	41	40	24	22	57	40	23	28	54
Reardan/Edwall	59	74	64	58	58	71	60	58	57	68	60	60	58	72	61	58
Republic	56	64	60	38	54	62	60	58	40	47	48	45	50	58	56	52
Wellpinit	a	40	17	36	a	26	24	40	a	58	35	64	a	41	23	49
State Average	58	58	57	56	53	52	52	53	54	53	52	53	55	55	54	54

CTBS Grade 11 District Level Trends for Mean National Percentile 1991-94 Comparison of Local Schools

	English/LA				History/Social Studies				Mathematics				Science			
	1991	1992	1993	1994	1991	1992	1993	1994	1991	1992	1993	1994	1991	1992	1993	1994
Columbia	31	41	39	32	39	42	37	30	38	35	32	35	40	42	34	35
Cusick	38	54	49	24	34	51	48	22	36	43	42	28	35	45	53	40
Inchelium	25	32	37	53	24	33	25	33	38	33	21	42	35	37	27	61
Mary Walker	39	45	35	55	40	43	40	51	43	37	32	48	38	46	39	60
Reardan/Edwall	53	57	48	45	48	58	48	43	54	66	52	39	51	53	54	45
Republic	44	38	54	58	42	38	51	48	59	42	55	55	53	48	60	62
Wellpinit	a	35	23	a	a	39	26	a	a	28	32	a	a	29	34	a
State Average	67	49	49	49	64	49	50	51	55	49	50	51	58	50	49	51

"a" = Not enough students took test to score

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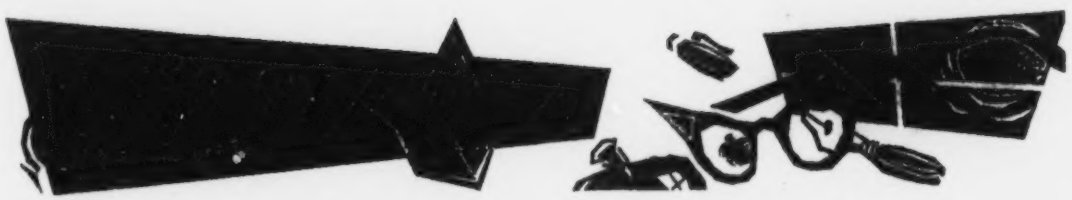
	READING	LANGUAGE	MATH
KINDERGARTEN	49%	49%	69%
1ST GRADE	46%	52%	67%
2ND GRADE	57%	44%	56%
3RD GRADE	71%	71%	91%
4TH GRADE	48%	33%	69%
5TH GRADE	23%	56%	51%
6TH GRADE	39%	53%	58%
7TH GRADE	33%	40%	36%
8TH GRADE	51%	28%	57%
9TH GRADE	43%	45%	60%
10TH GRADE	55%	55%	51%
11TH GRADE	35%	35%	36%
12TH GRADE	48%	37%	58%

Vocabulary

Mechanics And Expression

Computation And Application



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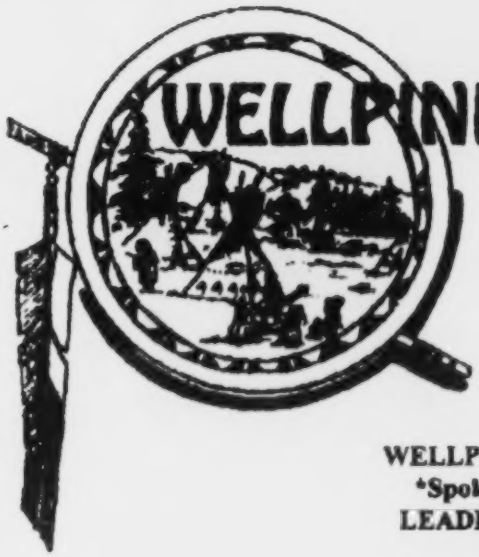

WELLPINIT SCHOOL DISTRICT

PO. BOX 390 • WELLPINIT, WA 99040
TELEPHONE: (509) 258-4535 • FAX: (509) 258-7378

WELLPINIT SCHOOL DISTRICT
Spokane Indian Reservation
LEADERSHIP IN EDUCATION

GOALS FOR 1995-1998

1. STUDENTS READING AT THIRD GRADE LEVEL IN SECOND GRADE.
2. ADVANCED SEQUENTIAL READING PROGRAM K-12.
3. STUDENTS TO START PRE-ALGEBRA IN THE THIRD GRADE.
4. MULTIPLICATION TABLES THROUGH 12 LEARNED AT SECOND GRADE LEVEL.
5. ALL STUDENTS ABLE TO USE COMPUTERS K-12.
6. STUDENTS TO LEARN PHYSICAL SCIENCE IN THE SIXTH GRADE.
7. STUDENTS TO SCORE IN THE UPPER 25TH% ON NATIONAL CTBS.
8. SCHOOL WIDE DAILY ATTENDANCE RATE AT 95%.
9. INTERNET CONNECTED TO ALL CLASSROOMS K-12.
10. NO OUT OF SCHOOL SUSPENSION FOR ANY STUDENT.
11. MIDDLE SCHOOL PROGRAM 6-7-8 GRADES.
12. TOTAL DRUG AND ALCOHOL FREE SCHOOL.
13. FULL TIME PARA-PROFESSIONAL AIDE FOR ALL CLASSROOMS K-12.
14. TOTAL DRUG AND ALCOHOL FREE SCHOOL.
15. ZERO PHYSICAL CONFRONTATION RATE .
16. COLLEGE APPLICATION AND ENTRANCE FOR ALL GRADUATING SENIORS.
17. COMMUNITY COMMUNICATION PLAN FULLY IMPLEMENTED.
18. SCHOOL ENVIRONMENT AND ATMOSPHERE VISUALLY ENHANCED.
19. TOTAL QUALITY MANAGEMENT IN EDUCATION IMPLEMENTED AT ALL LEVELS.
20. STAFF ADMINISTRATES TOTAL SCHOOL ENVIRONMENT.

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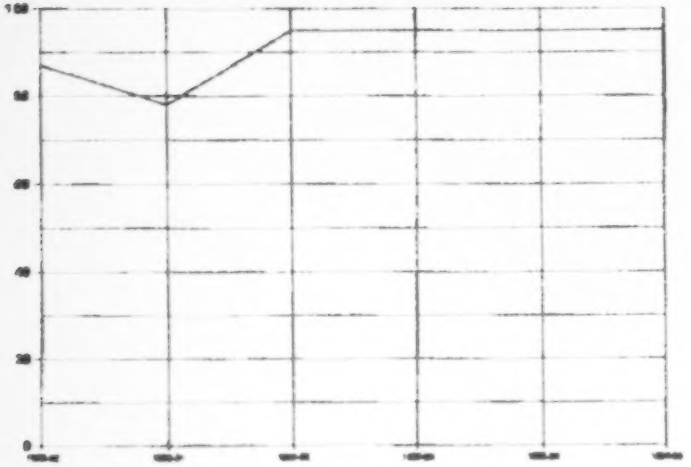
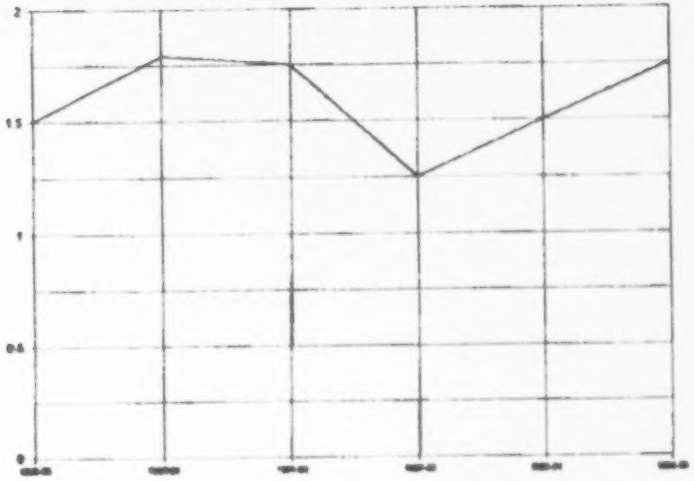
Wellpinit School District

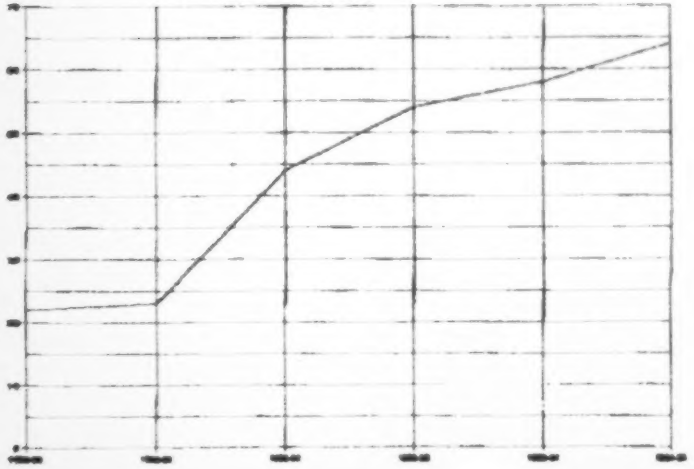
K-9 Daily Attendance



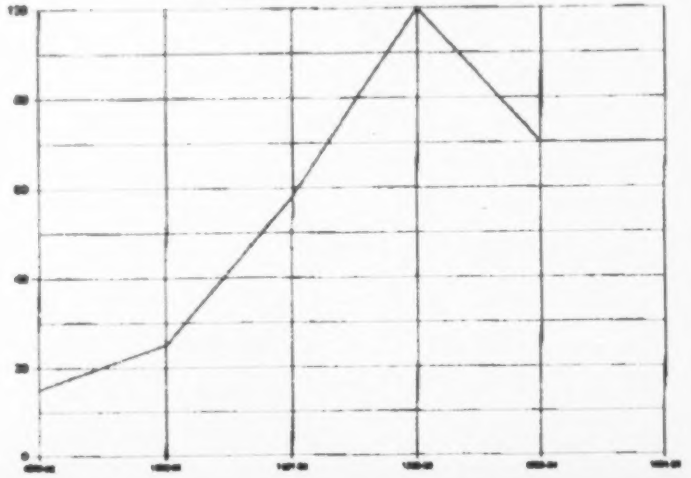
Drop Out Percentage



Math CTBS Scores



College Applications



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GERALD R. HOMBEL
6321 Old School Rd.#11
PO Box 310
Wellpinit, Washington 99040

Home:(509) 258-9405
Wellpinit H.S.:(509) 258-4535

SUMMARY: Experience and training include, but are not limited to:

- Administrative Assistant
- Curriculum Director
- Teacher of Multi-Cultural students
- Math Teacher (Basic Math through Algebra II)
- Social Studies Teacher
- Close-up Advisor/Coordinator
- Summer School Coordinator
- English/Literature Teacher
- Teacher trainer for WA Economics Council
- Knowledgeable in classroom computer use

ATTRIBUTES:

- Offer experience, initiative, and maturity, coupled with the ability to work compatibly with students, parents, administration, and other personnel at all levels.
- Versatile; capable of teaching numerous subject areas effectively.
- Quick to learn, enthusiastic, and positive.
- Day-to-day work output reflects a high level of confidence, motivation, persistency, efficiency, and an inclusive ability to meet a given objective.

CREDENTIALS: Washington State Standard Teaching Certificate K-12

PROFESSIONAL ORGANIZATIONS:

Joint Council on Economic Education
Washington State Council on Economic Education
Mt. Rainier Social Studies Council
National High School Coaches Association
National Council of Teachers of Mathematics

TEACHING EXPERIENCE

1985-Present — Wellpinit School District
PO Box 390, Wellpinit Washington 99040
Administrative Assistant, Curriculum Director, English, P.E., Literature, Algebra, Geometry, Home Economics, Social Studies, Typing, Music.

1987-1990 — Trend College North 214 Wall Street, Spokane, Washington 99201
Keyboarding, Business Mathematics, Business Machines, Business Communications

1984-1985 — Finley School District
Route 2 Box 2670, Kennewick, Washington 99336
Substitute Teacher: Riverview High School 7-12 and Finley Elementary K-6

1981-1984 — Sherman Union High School
Star Route Box 46, Moro, Oregon 97039
Physical Education, General Mathematics, Geometry Literature.

1978-1981 — Wilson Creek High School
P.O. Box 46 Wilson Creek, Washington 98860
Social Studies, English, Journalism.

1974-1978 — Dayton Junior High School
609 South Second, Dayton, Washington 99328
Social Studies, Model Rocketry, Physical Education.

1976-1978 (Springs) — Dayton Migrant Program
609 South Second, Dayton, Washington 99328
Biology, Science, Algebra I & II, Trigonometry, Calculus, Physical Education.

Spring 1978 — Walla Walla Community College
340 South Park, Walla Walla, Washington 99362
Sociology, "Popular Culture: A Mirror on American Life".

1973-1974 — Coulee City Elementary
Coulee City School District, Coulee City, Washington 99115
Eighth Grade Mathematics, English, Science, Social Studies.
Sixth Grade Social Studies . Fifth through Eighth Grade Physical Education.

1973 — Pioneer Middle School, Stellacoom School District
54 Sentinel, Stellacoom, Washington 98388
Student Teaching: Social Studies, Physical Education, Mathematics, Music, English, Outdoor Education.

EDUCATION:

Graduate Studies
Areas: Education, Economics, and Mathematics
Pacific Lutheran University, Tacoma, Washington 98447

Graduate Work — May 1979
Area of Study: Health
Whitworth College
Spokane, Washington

Graduate Work — January 1980
Area of Study: Social Science
Fort Wright College
Spokane, WA

Bachelor of Education — August 1973
Major: Social Studies
Minors: Mathematics, English, Science, Music, and P.E.
Pacific Lutheran University
Tacoma, WA 98447

Undergraduate Work — September 1971—December 1971
Major: Social Science
Minors: English, P.E., Music
Central Washington University
Ellensburg, WA 98928

Associate of Arts — June 1971
Area: General Studies
Fort Stellacoom Community College
Tacoma, WA 98498

Undergraduate Work — September 1968—February 1970
Major: Social Science
Minor: English, P.E., Music
Central Washington University
Ellensburg, WA 98928

High School Diploma — June 1968
Ratonville High School
Ratonville, WA 98928

PLACEMENT FILES:

Pacific Lutheran University
School of Education
Placement Office
Tacoma, WA. 98447

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NATIVE AMERICAN STUDENT SERVICES PROGRAM

1. **List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.**

Name of Contact	Ms. Barbara E. Elgutaa
Title of Contact	Native American Student Services Advisor
Address of Contact	University of Wisconsin- Madison 2 Ingraham Hall
City/State/Zip	Madison, WI 53706
Telephone	(608) 265-3420/5823

2. **Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.**

This program is designed to retain Native American students in college. The Native American Student Advisor designs, implements, and coordinates programs that will assist students in staying in college. In 1991, the dropout rate of Native students was alarming. It was learned that 50% of Native American freshman were dropped or withdrew from the University within the first year. In order to improve this situation, the University of Wisconsin focused on developing programs to assist Native students. The following issues have been important to our program: adjustment to college, academic and social support, financial aid counseling, culturally significant events, and most importantly, building a positive relationship with the students.

This positive attitude includes combining Native culture with academic support. At UW-Madison, we provide an environment where Native American students can maintain their identity while obtaining an education. Promoting a healthy environment has been accomplished through a variety of programs: bringing in elders from various nations, having ceremonies on campus, and referring students to appropriate university resources. Maintaining and upgrading courses about Native Americans, including history, culture, and language, is equally important. A powerful way to

retain students is by accepting them and acknowledging their needs. Retaining one student takes an effort by many.

3. **Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.**

This program is intended for Native American undergraduates, graduates, and professional school students. The Native American student population is very diverse. The majority of students are from Wisconsin and the Midwest. Their socio-economic status ranges from reservation residents to middle-upper class. The Wisconsin nations represented are: Ho Chunk, Oneida, Chippewa, Menominee, Potawatomi, and Stockbridge-Munsee. Other participants are from the following tribes: Mohawk, Pima, Yupik, Ponca, Odawa, Choctaw, Navajo, Cherokee, Lakota, Dakota, Brotherton, Penobscot, and Minnesota Chippewa.

4. **Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.**

The first program advisor was Yolanda Garza. She was appointed in 1992 by Chancellor Donna Shalala as Interim Advisor. She is an Assistant Dean in the Dean of Students Office. Yolanda has extensive experience in counseling, teaching, and administrative experience acquired while working with students from diverse backgrounds in public and higher educational environments, and practical knowledge and understanding of students from multiracial/cultural backgrounds. She also has a broad academic background in Adult Continuing and Higher Education. She received her Ph.D. in February 1996.

Barbara E. Elgutaa was hired as Native American Student Services Advisor in August 1992. She has an M.S. in Counselor Education. She is an enrolled member of the Stockbridge-Munsee nation. Her past experience includes counseling, career advising, academic advising, and she was previously an advisor for Native American students at a private university. Barbara based the program on research and personal and professional experience. She continues to be involved with the American Indian Science and Engineering Society (AISES), the National Indian Education Association

(NIEA), and the Wisconsin Indian Education Association (WIEA) to keep informed of current issues effecting Native Americans and education.

5. **Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.**

Although the Exemplary Programs in Indian Education of NASF is the first to formally recognize the program's merits, our program has been informally recognized within the university community and the Native American community in Wisconsin.

6. **Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels. etc.**

All Native American students are eligible for program services but an emphasis is placed on freshmen and transfer students, and students on academic probation, who generally have a GPA of 2.0 or lower. As previously stated, the majority of students are from Wisconsin and the Midwest, and from Eastern and Southwest regions. Some students come from reservations, others from rural and urban areas. Their ACT scores generally range from 17 to 24 with a mean of 20.

7. **Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.**

Financial support comes directly from the Chancellor's Office. The initial home of the program was the Dean of Students Office. In October 1994, the program found a new place in the College of Letter and Sciences Office of Student Academic Affairs. Primary financial support goes to staff salaries and program expenses. Supplemental financial support is provided by the UW Foundation. The UW Graduate School has provided financial support for professional development. Currently, the program does not receive money from federal grants.

8. **Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.**

During the second year of the program, a telephone survey was conducted to measure student needs and effectiveness of the program. There was a 51% student response rate. The study group and tutorial services were rated the highest. Other significant

programs were equally rated: elder visits, potlucks, academic advising, and financial aid workshops. Data gathered were used to strengthen the existing program. Other indicators to measure success are: program attendance, awareness of student services, positive relationships with professionals, and students's ability to recognize the need for help.

9. **Please describe the status of the baseline indicator(s) prior to the initiation of the project.**

Prior to the existence of the program, there was a 50% drop out and withdrawal rate of Native American undergraduate students. Often, a newly admitted student withdrew during the first semester for a variety of reasons. The students who continued in college stated their opinions for reasons why students had departed from campus. Continuing students felt isolated and were unaware of campus resources.

Interestingly, many of the students who withdrew came from reservations. There was not a central office for students to get assistance and no specific person available who was familiar with Native American culture and the university system. Some continuing students had not utilized many of the academic support programs such as tutorial and counseling services. They also were not aware of campus resources and were hesitant to use them because they did not have an established relationship.

In the Fall of 1993, a survey was conducted of Native American undergraduate students. Approximately 51% of the students (60 out of 114 total) responded via a telephone survey. The survey was conducted by trained students during a three week period. We were actively seeking information about the students's personal experiences and obstacles that they face on campus. We hope to utilize this information in regard to retention of Native American students.

We learned that our campus represents all six of the nations Wisconsin (Oneida, Winnebago, Menominee, Potawatomi, Chippewa/Ojibwe, and Stockbridge-Munsee). We also have representation of other tribes throughout the United States, including: Ponca, Navajo, Sioux, and Cherokee. Of those surveyed, 52% were females, 45% were males, and in 3% of the cases gender was not available.

Generally, the students are satisfied with attending the University (90%) while a small percentage of students (10%) are dissatisfied. Those who were dissatisfied felt distant from the campus community; they also did not attend any academic programs or utilize support services on campus.

Students who were aware of programs generally attended. Some upper-level students (48%) reported that they knew about programs for Native American students. Freshmen and sophomore students were more aware of programs (64%) but 42% of those students did not attend any of the programs.

Freshmen and sophomores (48%) stated that their friends helped them adjust to campus while 34% of the junior and senior students also thought their friends helped. Other responses from all students were: Wunk Sheek, family members, Native American faculty and staff, activities in dorms, the Native American Student Advisor, and other Native American students.

10. **Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.**

This was the first formal program at the University of Wisconsin-Madison that addressed the retention problem of Native American students. Primary focus on incoming students was identified by the 50% drop out and withdrawal rate. The program was designed because of student needs, concerns expressed, and alarming data for Native American retention.

The program addresses the following issues: adjustment to college, feelings of isolation, confusion of where to go for assistance, and meeting other Native American students. The concern to improve the retention rate stemmed from the Native American students, staff, and faculty. Their goal was to see their fellow students stay in school and graduate. The goal was to retain Native American students by focusing on incoming students and providing services as needed for continuing students. Over the past three and a half years, the retention rate of incoming students has fluctuated from 68 to 100%. The number of Native American students utilizing academic and support services is increasing.

11. **Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly**

straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by _____" and so on.)

Data were collected by Barbara Elgutaa (grades, GPA's, withdrawals, academic probation, dropped status, program attendance), who developed, collected, and scored the survey. Martin Martsch, Project Assistant, entered the data in the Access program and the program analyzed and prepared the data in a concise format. Sue McGuire, Program Assistant, entered the survey data, and presented the results in graph and table forms.

12. **Please describe any technology which was used with project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.**

Students use computers to: touchtone register, check electronic mail, drop courses, receive transcripts, and use the internet to communicate with other students nationwide. Student utilize the Math, Writing, and Chemistry labs, and utilize the fax machines to send information to their respective Tribal Education Offices and scholarship agencies as well as to other professionals.

13. **Please describe the methods, in detail, used to bring about the results.**

Initial contact with freshmen and transfer students occurs in spring and late summer of every year. Incoming students meet with the Native American Student (NAS) advisor, Ms. Elgutaa, during the months of September and October. Students are interviewed and asked about their study skills experiences in residence halls, and their support network. They are also informed of student services on campus and reminded to contact their respective academic advisors. Students are given bookstore calendars, Mentor Program applications, a list of American Indian Studies courses, and the Native American Student Services and American Indian House brochures. Incoming students are contacted by phone, letters, flyers, and e-mail. Phone calls are made once each semester to followup with students, and as events approach, students are called the day before and on the day of the event as a reminder.

All Native American students receive several mailings throughout the year; several flyers on upcoming events, academic advising flyers, and a flyer for the reception honoring graduating students. Students on academic probation are sent letters in October and asked to come in and meet with the NAS advisor. Students on

academic probation receive several contacts during the semester. Regular contact with students is maintained through individual appointments, attending programs, phone calls and e-mail. If students don't follow through with the NAS advisor, a follow-up letter is sent and three more follow-up phone calls are made.

Regular contact is made with several departments regarding students's grades, concerns, and/or difficulties. Academic advising is scheduled in November and April. Pizza and soda are provided as advisors from the College of Letters and Science, Cross-College Advising Service, School of Nursing, School of Education, School of Veterinary Medicine, and School of Family Resources and Consumer Sciences meet with students.

The Office of Student Financial Services is very supportive of the Native American Student Services program, and sends counselors to meet with students. In the spring, a financial aid counselor is available at the Interim Multicultural Center six hours per week for two weeks. Students are able to drop in for assistance.

A weekly study group provides support and tutoring for students. A tutor from Chemistry Learning Center has tutored the students for the past three and a half years. Other staff and students volunteer as tutors. The NAS advisor can followup with students at the study group.

The NAS advisor is available every Thursday from 1:30-3:00 p.m. at the Interim Multicultural Center. Students drop in as needed. Other colleagues also take advantage of the services provided by this program and consult with the NAS advisor regarding student issues, services, and programs.

Continued outreach is made to tribal directors through phone calls and letters (as needed). The relationship between the tribal directors and our program continues to improve, which directly benefits students. The NAS advisor follows up with students on behalf of the directors.

Various elders from Wisconsin are invited to speak with Native American students about retaining their culture and obtaining their education. This program is designed to duplicate experiences of traditional Native American students and to introduce native culture to those students who have not had the opportunity to interact with elders. We have brought in elders from the following

nations: Oneida, Ho Chunk (formerly known as Winnebago), Menominee, and Potawatomi.

The program also provides cultural activities and connects students to various services. The initial support from various offices on campus has made a great impact on the program. Their support and commitment was a positive change in serving Native American students. They include: Housing Office, Admissions Office, Office of Student Financial Services, Dean of Students Office, L&S Office of Student Academic Affairs, and the Chancellor's Office.

14. **Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?**

The Native American Student Services Program can be replicated by other institutions. First, the institution must ADMIT that there is a retention problem and the administration must be committed to improving retention. The support must begin from the top. A variety of offices should be involved: Admissions, Housing, Student Financial Services, Dean of Students, and Student Academic Affairs. Students should be incorporated by analysis of their needs.

15. **Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.**

The program provides campus-wide services, and outreach has been extended to many academic departments and other campus units, and tribal offices are contacted regularly. Every spring, meetings are scheduled and the NAS advisor travels to their respective offices. The NAS advisor also meets with Madison area Ho-Chunk representatives, Madison Indian parents and the Teachers in Title IX, and presents information to elementary and middle school children. Networking occurs while attending national conferences such as the American Indian Science and Engineering Society (AISES), National Indian Education Association (NIEA).

16. **Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.**

Students's parents are minimally involved in the program. In the

past year, there has been an increase of parental involvement at the annual reception honoring graduating students.

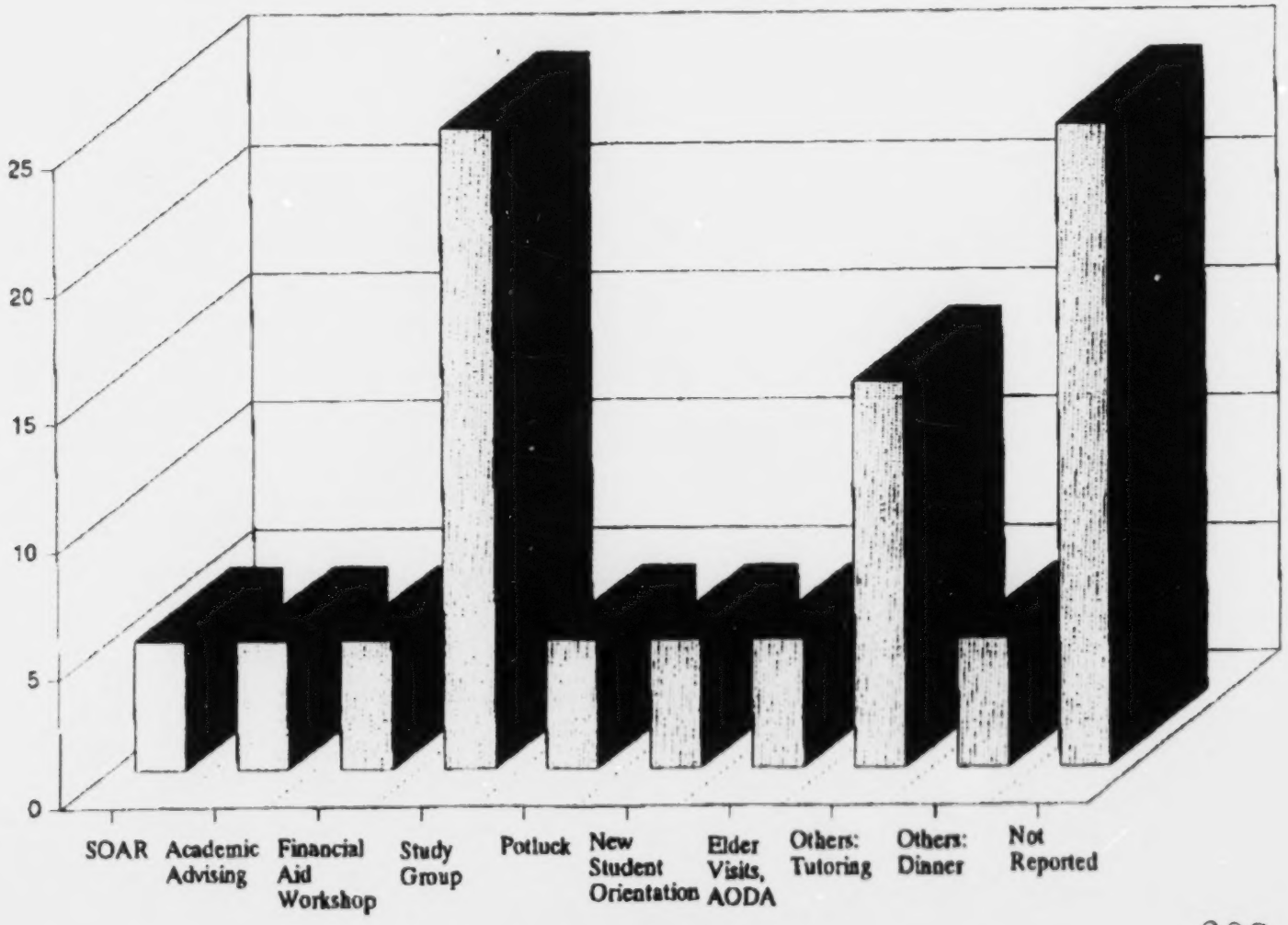
17. **Please describe how students were selected for the program. List criteria used in selection.**

Any student who has identified him/herself as Native American on the admission application is eligible for services.

18. **Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.**

News about the program has been published in The Badger Herald, Cardinal, and On Wisconsin. There was also a local newspaper article in The Wisconsin State Journal.

Programs Considered Most Helpful



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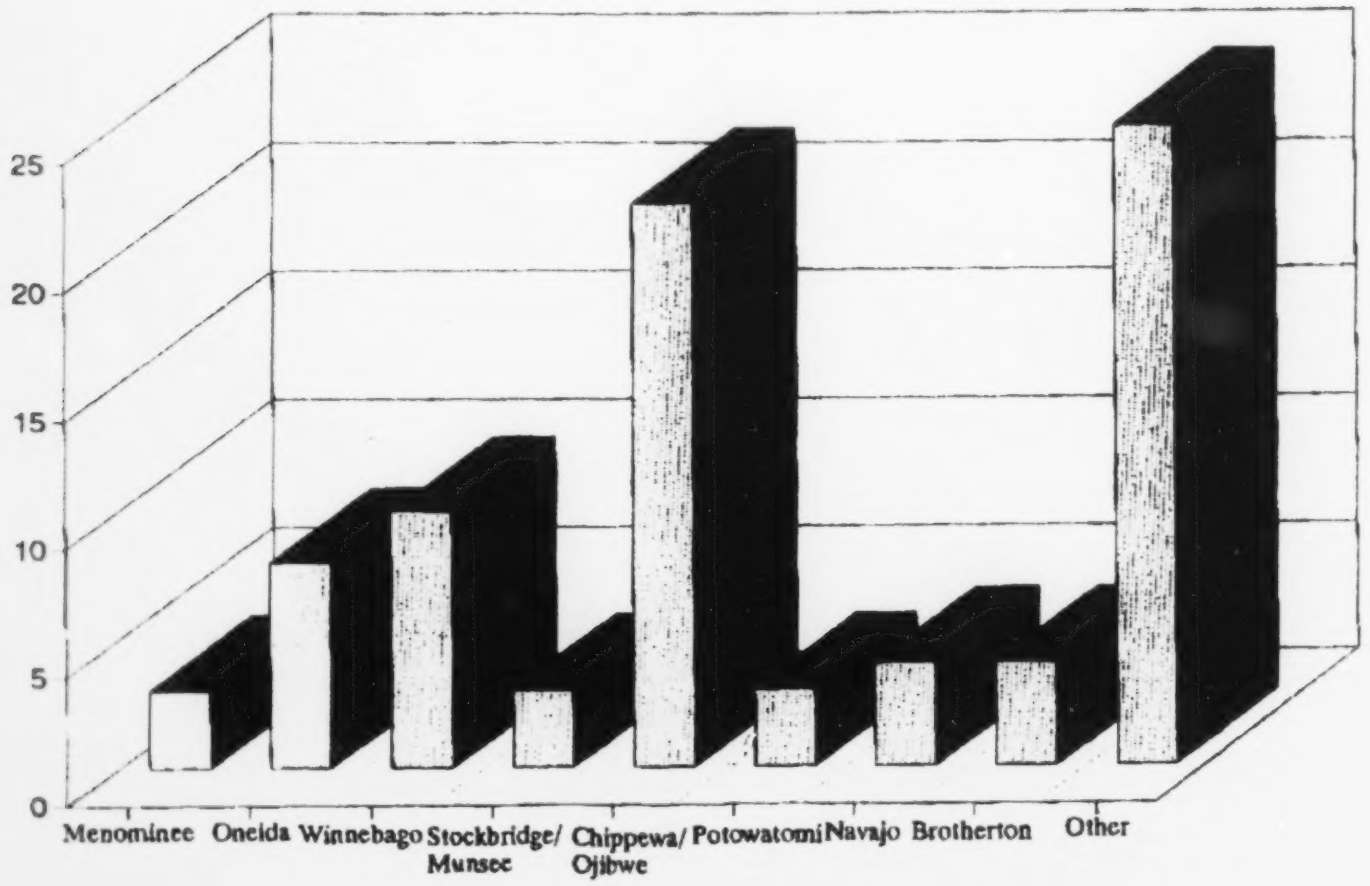
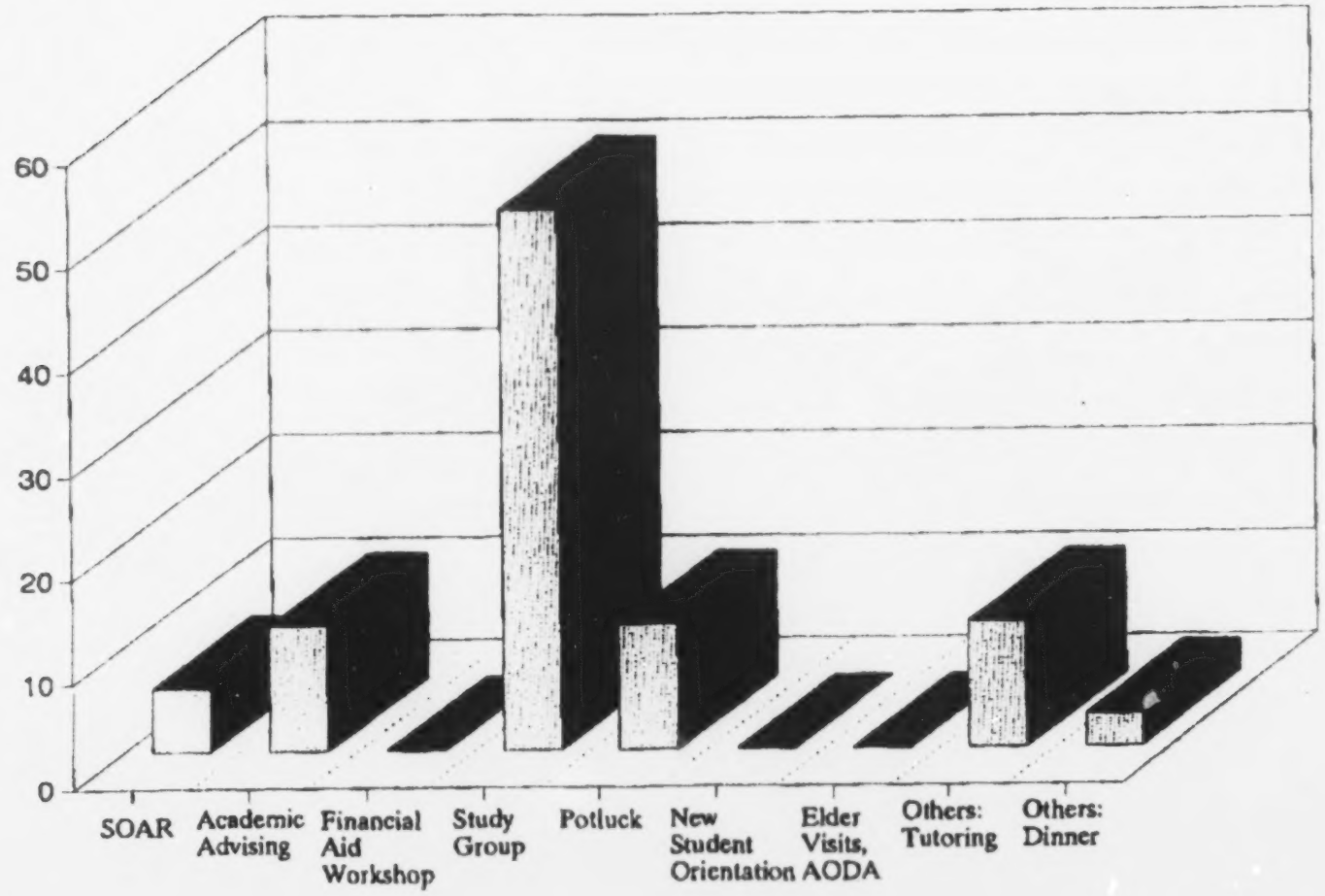
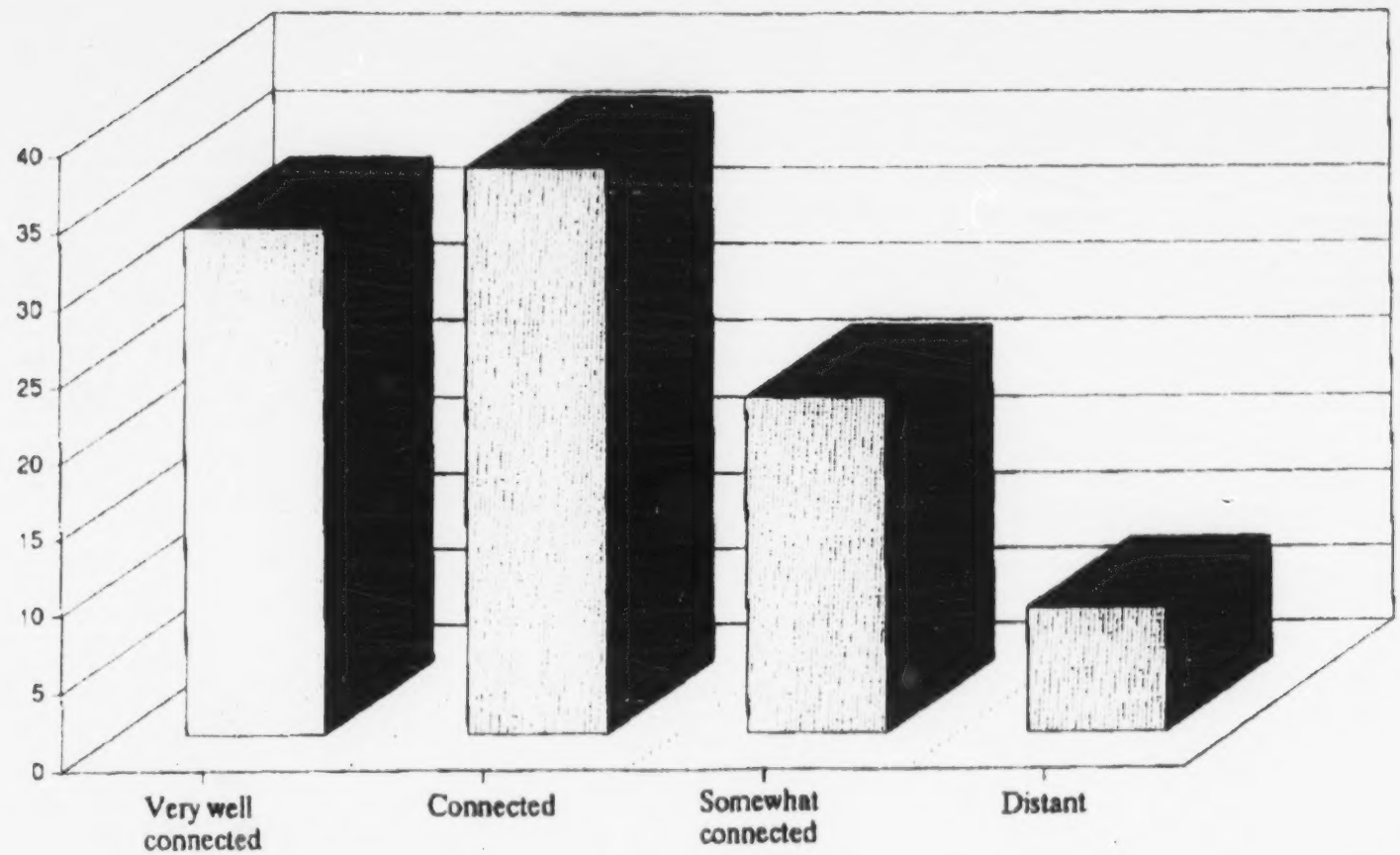
What Nation/Tribe Do You Identify With?



Awareness of Programs

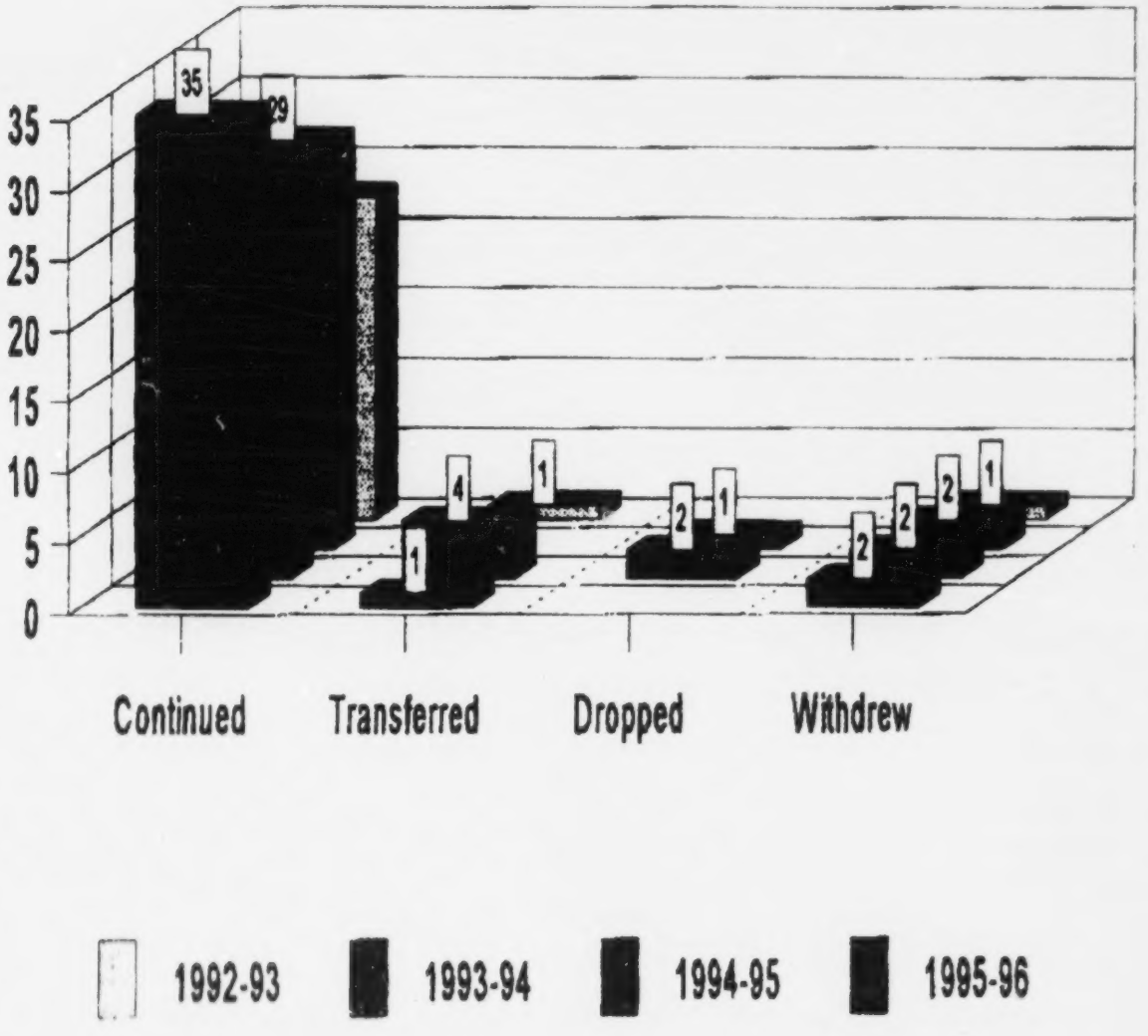


Students Were Asked to Rate Their Comfort Level



First-Year Retention

By Frosh Cohort



BARBARA E. ELGUTAA

ADDRESS: 66 South Oakbridge Court #201
Madison, WI 53717
Work Phone Number: 608/265-3420

EDUCATION: Master of Science, University of Wisconsin-Madison
Specialization: Counselor Education, 1989

Bachelor of Science, University of Wisconsin-Stevens Point,
Specialization: Psychology, 1986

EXPERIENCE:

NATIVE AMERICAN STUDENT ADVISOR, August 1992-Present. College of Letters and Science, University of Wisconsin-Madison, Madison, WI 53706

- Develop, implement, and monitor programs to retain Native American students. Freshman and transfer students given top priority. Monitor academic progress, maintain direct contact with students, develop plan for those on academic probation, and connect students to tutorial programs and other support services. Counsel students in regards to stress reduction, coping skills, test anxiety, career counseling, and crisis intervention. Maintain and update student files. Present material on Native American culture to schools and community organizations. Involved with policy updating in Student Academic Affairs. Work closely with deans, housing, admissions, financial aids, program directors, and tribal offices. Supervise student workers. Developed a survey to assess the needs of students. Analyze data and submit reports. Designed brochure, flyers, and other printed materials. Responsible for managing program budget. Coordinate an annual reception which includes: staff, students, faculty, and administration.

- Specialized areas: managing, developing, coordinating, monitoring, collecting data, supervising, public speaking, networking, outreaching, counseling, formulating reports, & administering budget.

AMERICAN INDIAN STUDENT ADVISOR, January 1992-June 1992, Marquette University, Dean of Students, Milwaukee, WI 53233

- Responsible for developing and implementing programs for American Indian students. Met with each student and evaluated their academic needs. Worked with students on how to achieve their educational goals. Assisted Dean of Students Office with planning and evaluating other students of color programs. Executed a plan with Admissions Office to develop an inclusive recruiting method. Worked with other universities and colleges on a planning strategy for effective educational programs for the city of Milwaukee.

- Specialized areas: managing, monitoring, developing, assisting, implementing, counseling, and planning.

COUNSELOR, March 1990-August 1991, Kellogg Community College, Job Connection Center, Battle Creek, MI 49017

- Provided career advising and administered assessments. Interpreted clients data including: interests, aptitudes, and basic skills. Referred clients to appropriate community agencies. Assisted clients with resume writing and interviewing skills. Made extensive outreach into the community and generated referrals. Presented career orientations to various organizations, correctional institutions, and technical/vocational schools. Counsel with migrant workers. Administered and interpreted assessment in Spanish.

- Specialized area: advising, interpreting, outreaching, counseling, referring, presenting, orienting, training, administering, and public speaking.

PRESCHOOL TEACHER, November 1989-February 1990, Preschool of the Arts, Madison, WI 53715

- Assisted and supervised children ages 3-5 years. Developed lesson plans and cultural awareness programs. Introduced children to art--impressionist, modern, and abstract. Implemented techniques for disruptive behavior.

- Specialized areas: monitoring, developing, implementing, instructing, supervising, creating, and organizing.

RESEARCH ANALYST, June 1988-August 1988, Department of Transportation, Madison, WI 53706

- Researched and analyzed data. Designed and implemented rebasing of state license plates. Worked with officials: mayors, fire and police departments, state police, county officials, and undertakers. Planned & coordinated meetings, gathered documents, and operated an on-site transaction station.

- Specialized areas: designing, implementing, planning, coordinating, operating, and organizing.

PROFESSIONAL ORGANIZATIONS:

UW-Madison

Minority Recruitment and Retention Council, 1992-Present
Indian Health Work Group, 1992-Present

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DART Advisory Board to UW Housing, 1992-Present
American Indian House Board, 1993-1994
American Indian Alumni Scholarship Council, 1992-Present
Title IV, Madison Indian Parent Committee, 1988-1994
Native American Journalism Summer Program Committee, 1992-1995
Environmental Studies summer program committee, 1992-Present
American Indian Studies Program committee, 1992-Present
Intercultural Orientation Committee, since 1992-Present
Gathering of Cultures committee, 1993-Present

Marquette University

Admissions Council
Advisor for the Native American Students Association

Kellogg Community College

Native American Advisory Board for the United Arts Council
The Hispanic Forum
Michigan Association for Counselor Development

PROFESSIONAL ASSOCIATIONS:

Wisconsin Indian Education Association, since 1992
American Indian Science and Engineering Society, 1992-1995
Society for Advancement of Chicanos and Native Americans in Science, 1995
National Indian Education Association, since 1992
National Coalition for Indian Education, since 1994
Urban League, 1991-1992

PUBLIC SERVICE:

American Indian Story Theatre winter, 1994
Consultant for Indian Health Recruitment Video, 1994
Centro Hispano 1987-1989
Tutor Native American children 1981-1984

PRESENTATIONS:

Retaining Native American Students in College, **Exemplary Programs in Indian Education Conference**, Gallup, NM 1996

"Merging Two Worlds," **Minority Leadership Conference Presenter**, La Crosse, WI 1986

Welcoming Address, Wisconsin Indian Alumni Fund Raiser, February 1993

Alternative Healing, UW-Madison pharmacy class, October 1995

Madison Area Public School presentation, ongoing since 1993

Presenter at the Federal Center for National American Indian Month, November 29, 1990, Battle Creek, MI

PUBLICATIONS:

"How to Retain Indian College Students," Exemplary Programs in Indian Education, Gallup, New Mexico, 1996

"Traditional Indian Medicine," Cody Newsletter, Battle Creek, MI, 1992

AWARDS:

Appreciation Award presented by Defense Logistics Services Center Defense Reutilization and Marketing Service Headquarters Cataloging and Standardization, Center DLA Systems Automation Center, Battle Creek MI 1990

Most Independent Student, Dublin, Ireland, 1985

REFERENCES AVAILABLE UPON REQUEST

UW-Madison Total Minority Enrollment
Including Undergrad, Graduate, Professional and Special Students
Fall Semester Enrollment, 1985-6 through 1995-96

AY	Alr Amer	Nal Amer	Hisp	Asian Amer	All Min	% of All Stdts	Index	Other	% of All Stdts	Index	Internatl	% of All Stdts	All Stdts	Index
1985-6	736	124	575	837	2,272	5.0%	100.0	40,098	89.0%	100.0	2,680	5.9%	45,050	100.0
1986-7	694	129	575	907	2,305	5.2%	101.5	39,665	89.0%	98.9	2,614	5.9%	44,584	99.0
1987-8	722	146	587	945	2,400	5.5%	105.6	38,373	88.5%	95.7	2,595	6.0%	43,368	96.3
1988-9	741	168	632	1,150	2,691	6.2%	118.4	38,158	87.4%	95.2	2,792	6.4%	43,641	96.9
1989-90	785	176	657	1,238	2,856	6.5%	125.7	37,743	86.4%	94.1	3,096	7.1%	43,695	97.0
1990-1	789	197	688	1,311	2,985	6.9%	131.4	37,214	85.5%	92.8	3,337	7.7%	43,536	96.6
1991-2	746	191	732	1,378	3,047	7.1%	134.1	36,521	84.5%	91.1	3,628	8.4%	43,196	95.9
1992-3	759	190	848	1,409	3,206	7.6%	141.1	34,965	83.4%	87.2	3,777	9.0%	41,948	93.1
1993-4	794	198	926	1,479	3,397	8.3%	149.5	33,769	82.5%	84.2	3,758	9.2%	40,924	90.8
1994-5	818	211	965	1,589	3,583	8.9%	157.7	33,059	82.0%	82.4	3,663	9.1%	40,305	89.5
1995-6	834	207	1,007	1,593	3,641	9.1%	160.3	32,803	82.0%	81.8	3,561	8.9%	40,005	88.8

Source: Ethnic Enrollment Reports, Office of the Registrar, UW Madison
Prepared by the Office of Budget, Planning and Analysis RParedes 10-Oct-95

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NEWS
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FOR IMMEDIATE RELEASE 9/24/92

CONTACT: Barbara Elgutaa, (608) 265-3420

ADVISER TO WORK WITH AMERICAN INDIAN STUDENTS

MADISON — As part of an overall recruitment and retention strategy, Barbara Elgutaa, a graduate of the University of Wisconsin-Madison, has been appointed to serve as the American Indian student advisor.

In her newly created full-time position, Elgutaa will act as an advocate and coordinator for American Indian students. She will work to insure that American Indian students receive the full range of services available to them on the UW-Madison campus, including orientation, advising, financial aid, housing, mentoring, tutoring and counseling. As of fall, 1991, there were 191 American Indian students enrolled at UW-Madison.

In addition, Elgutaa will work to improve contact with American Indian communities outside the campus and develop new services throughout campus, paying special attention to identifying academic difficulties early in a student's university experience.

Elgutaa, who joined the Dean of Students Office in early August, has already begun tackling some of the issues facing American Indian students. She has organized a weekly study group, has begun arranging mentor relationships with Indian faculty and staff, and has made personal contacts with each of the new American Indian students and their families.

-more-

"I am looking forward to working on the issues the students are facing," Elgutaa says. "And if I am unable to help, I will find other resources for them."

Elgutaa comes with both professional and personal expertise in issues confronting American Indian students. Elgutaa, who is from northern Wisconsin, is a member of the Stockbridge-Munsee/Oneida nations. Before joining the Dean of Students Office, she served as the American Indian student advisor at Marquette University in Milwaukee. Prior to that, Elgutaa worked as a career counselor at Kellogg Community College in Battle Creek, Mich. and was a pre-school teacher for several years.

She earned a Bachelor of Science degree in psychology from the UW-Stevens Point and a master's in counselor education from UW-Madison.

###

— Alicia Kent, (608) 262-0930

New strategy set for American Indian recruitment, retention

By Alicia Kent

In response to growing concern about the retention of American Indian students, the UW-Madison has developed a new strategy that includes the creation of a full-time position geared specifically toward the needs of American Indian students, according to Chancellor Donna E. Shalala.

A search will begin shortly for the position of retention specialist for American Indian students, with the goal of filling it by this summer, Shalala said. For the remainder of this semester, Assistant Dean of Students Yolanda Garza will act as advocate and coordinator for American Indian students.

"The new position will be a key part of an overall strategy we have developed to help American Indian students get the most out of their experience here," said Akbar Ally, assistant to the provost. "A lot of thought has gone into how we can address student concerns effectively."

The retention specialist will work to ensure that American Indian students receive the full range of services available to them on the UW-Madison campus, including orientation, advising, financial aid, housing, mentoring, tutoring and counseling. As of fall 1991, there were 191 American Indians enrolled here.

In addition, the retention specialist will work to improve contact with American Indian communities outside the campus and develop new services throughout campus, paying special attention to identifying academic difficulties early in a student's university experience, Shalala said.

The creation of the new recruitment and retention strategy comes in response to two reports — one by Wunk Sheek, an American Indian student organization, and another by American Indian Studies and Sociology Professor Gary Sandefur and John Beaudin, past chair of the Chancellor's Minority Advisory Committee — calling on Shalala to make widesweeping improvements in the recruitment and retention of American Indian students.

Other elements of the strategy include:

- The Office of Admissions will continue to employ a full-time staff member with experience in American Indian affairs and student recruitment;
- The Office of Student Financial Services now has two staff who are specialists in financial aid counseling and processing for American Indian students;

'The new position will be a key part of an overall strategy we have developed to help American Indian students get the most out of their experience here.'

Akbar Ally

- American Indian Studies Professor Gary Sandefur will create a one-credit freshman-level course on the American Indian Experience in Higher Education, which could be offered as soon as next fall;
- The Summer Orientation and Advance Registration program (SOAR) will include special programming for incoming American Indian students, enabling them to meet other American Indian students, faculty and staff;
- The Mentor Program will be tailored to better meet the needs of the American Indian students involved; and
- Efforts to bolster outreach with Native American communities will be made, including a reception in the fall inviting tribal authorities to campus to visit with students, staff and faculty.

But Shalala emphasized that these commitments are just the groundwork for future improvements. "What we have here is only a beginning," Shalala said. "I hope that we will continue to have your support and good counsel as we attempt to move forward in improving the recruitment and retention of American Indian students and make the UW-Madison a positive educational experience for all of our American Indian students."

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Shalala too quick to dismiss debate

I read with interest Chancellor Donna Shalala's response to the testimony that Jason Bretzmann (United Council's legislative affairs director) delivered before the House Select Committee on Children, Youth and Families Sept. 14.

Shalala was quoted as saying: "[Mr. Bretzmann] is not a Madison student and he cannot speak for Madison students" (Journal, Sept. 15). Apparently, Shalala is unaware of United Council's role in student institutional governance.

United Council represents students from all of its member UW System schools before the state Legislature, UW Board of Regents and the US Congress. UW-Madison is a member of United Council, and UW-Madison student government representatives approved Bretzmann's appointment as United Council lobbyist with this understanding.

I helped Bretzmann research the material he included in his congressional testimony and stand behind his conclusions. As a former UW-Madison student, I find Shalala's comments both absurd and disingenuous.

I am appalled that Shalala has attempted to discredit Bretzmann and student advocates in general by brushing us aside.

We must continue this discussion if we are ever to realize the full potential of higher education to improve our state and our country for generations to come.

BRIAN J. WILLIAMS
Madison

UW Indians get student adviser

State Journal staff WSJ 9/27/92

Barbara Elgutaa has been appointed to the new full-time position of American Indian student adviser for UW-Madison.

A northern Wisconsin native and member of the Stockbridge-Munsee/Oneida nations, Elgutaa joined the dean of students office in early August.

She has met each new American Indian student and the student's family, started a weekly study group for the students and is matching them with American Indian faculty and staff mentors. As of last fall, UW-Madison had 191 American Indian students.

Elgutaa's job will be to make sure they have access to all student services including orientation, financial aid, housing, tutoring and counseling.

Elgutaa has a bachelor's degree in psychology from UW-Stevens Point and a master's degree in counselor education from UW-Madison. She worked previously as American Indian student adviser at Marquette University and as a career counselor at Kellogg Community College in Battle Creek, Mich.

Shalala wrong about Bretzmann's credentials

Cl Ed/Ltr

Dear Editor: I read with interest Chancellor Donna Shalala's response to the testimony Jason Bretzmann (United Council's legislative affairs director) delivered before the House Select Committee on Children, Youth and Families on Sept. 14.

Shalala was quoted as saying: "(Mr. Bretzmann) is not a Madison student and he cannot speak for Madison students (Milwaukee Journal, Sept. 15)."

Apparently, Shalala is unaware of United Council's role in student institutional governance. United Council represents students from all of its member UW System schools before the state Legislature, UW Board of Regents and Congress.

UW-Madison is a member of United Council and UW-Madison student government representatives approved Bretzmann's appointment as United Council lobbyist with this understanding.

I helped Bretzmann research the material he included in his congressional testimony. All the information was gathered from UW-Madison, UW System and press reports.

I stand behind the integrity of this research and Bretzmann's subsequent conclusions. I also happen to have been a UW-Madison student. I find Shalala's comments to be both absurd and disingenuous.

We are pleased to be engaged in an active debate concerning areas of gross mismanagement and deception within university systems. As a student, I have a vested interest in the quality of the education students are provided.

I am appalled that Shalala has attempted to discredit Bretzmann and student advocates in general by brushing us aside as if we have no right to be participants in this debate.

I conclude by stating that Shalala has shown an egregious lack of regard for honesty and free expression by attempting to shut down open debate addressing the direction taken by institutions of higher education.

We must allow for the continuation of this discussion if we are to ever realize the full potential of higher education to improve our state and our country for generations to come.

Brian J. Williams
academic affairs director
United Council of University of Wisconsin Student Governments Inc.

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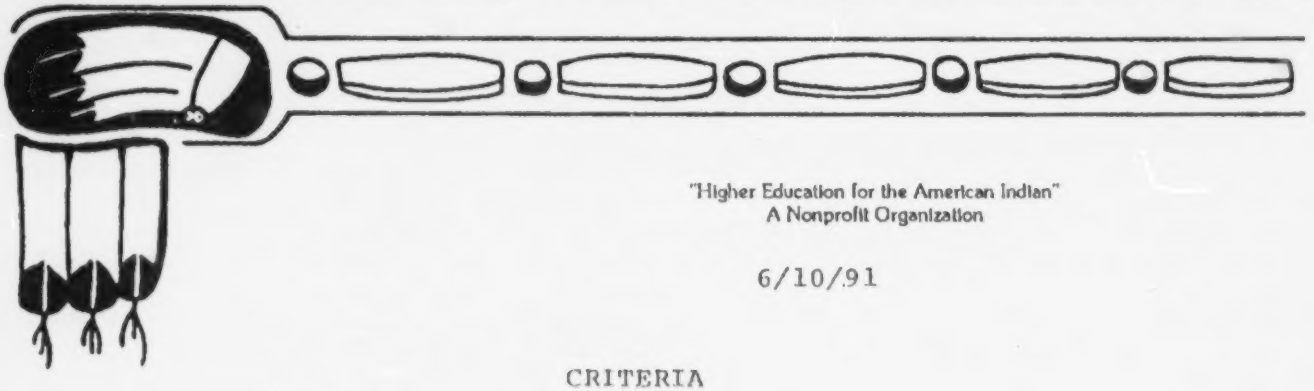
NATIVE AMERICAN SCHOLARSHIP FUND, INC.



"Higher Education for the American Indian"
A Nonprofit Organization

6/10/91

CRITERIA

EXEMPLARY PROGRAMS

1. USE BASIC INDICATORS OF EDUCATIONAL PROGRESS, such as
   - o High school completion rates
   - o Standardized test scores
   - o College entrance test scores
   - o Aptitude test scores
   - o College entrance rates
   - o Grades earned by students
   - o Attendance rates
   - o Employment rates
   - o College completion rates
   - o Self-esteem measures
   - o Reading levels and amounts

2. DOCUMENTATION/PROOF OF EXEMPLARY OUTCOMES

3. MINIMUM NUMBER OF CHILDREN AFFECTED: 25

4. PROGRAM HAS BEEN IN PLACE AT LEAST TWO YEARS

5. PROGRAM CAN BE REPLICATED

6. PARENT COMMITMENT AND INVOLVEMENT ARE SPELLED OUT

7. PROGRAM IS PERMANENT

- Contributions are tax deductible

CHAPTER 4

CRITERIA OF EFFECTIVENESS

To assess the individual merits of each submission, PEP relies on general criteria for weighing educational effectiveness and specific guidelines for interpreting evidence. Both are necessary for PEP to assess the claims and supporting evidence for each program's submission. The general criteria for effectiveness indicate the kinds of questions all programs need to address; they lay the foundation for PEP's evaluative work. The specific guidelines give program evaluators and reviewers practical help in interpreting the general standards under varying conditions.

In order to be judged effective by PEP, all submissions must show that developers have met three general standards in the areas of evaluation design, results, and replication.

1. Evaluation Design

A credible evaluation design assures that the results have been obtained in a manner appropriate for the program and that the effects are clearly produced by the program.

Appropriate Measurement. An evaluation approach that meets PEP's standards of effectiveness relies on instruments and measurement procedures that are valid for the program and that have adequate technical strength. In effective projects, data collection and analysis procedures have been handled carefully; sufficient care is demonstrated for the reviewers to have confidence in the accuracy of results. Effective programs implement evaluation designs which are appropriate and reasonable even if only indirect measures of program impact are reported. The ineffective project usually errs by providing inadequate documentation about how and why measurement selections were made and about the appropriateness and strength of instruments and procedures. PEP attempts not to penalize projects from those fields in which the available instrumentation is limited or technically weak.

Attribution. Because PEP evaluates complex programs operating in real schools, clearly attributing results to the program is often the primary challenge for the program evaluator. In other words, it is critical for the program to select an evaluation approach that clearly demonstrates the link between program elements and observed outcomes.

The submittals judged ineffective by the PEP often fail to consider or convincingly rule out plausible alternative explanations for the observed results. An evaluation design which cannot test or control teacher effects, students' maturation, changes in related school policies, or selection

differences among program and comparison group participants is rarely convincing. Panel members expect program evaluators to know about potential threats to validity, to estimate the impact of competing influences when possible, and to recognize the design's shortcomings when alternative explanations cannot be ruled out.

Comparison Standard. An evaluation design should include an appropriate standard of comparison which clearly demonstrates the project's impact and the significance of that impact. In the typical case, PEP submissions compare carefully-drawn experimental groups which receive alternative treatments or they use norm-referenced test instruments to establish the effects of programs. Comparison standards are an essential design element for weighing the program's results.

2. Meaningful Results

The results of a program are meaningful when the impact is strong and the goals are important.

Programs often demonstrate value and importance by comparison to other programs or to alternative means of reaching the same results, but occasionally programs are considered effective simply because they have produced some results. For example, school programs that attempt to reduce juvenile delinquency or lower dropout rates may be considered successful when they show solid evidence of having made any inroads on these intractable problems. In these cases, the panel balances its judgment of effectiveness (based on comparisons to previous problem levels) against the difficulty of achieving the program's purposes. Frequently, programs demonstrate educational significance based on the program's efficiency, such as its ability to produce results in light of time, effort, and cost required.

To establish that a program has meaningful results—that is, valid and convincing evidence of useful results—evaluators should consider the need for the program results and comparisons with other similar programs.

Need. The PEP expects each submission to clearly state the need and purpose it fulfills. When interpreting results, the effective program makes an explicit connection between the changes observed and the practical needs met by the program. In some cases, a program's purpose may address a problem that concerns schools and districts everywhere; then, even a small practical effect may be important.

Programs which PEP judges to be ineffective often fail to consider outcomes in light of purposes, sometimes to the point of ignoring the obvious incongruity between stated goals and the measured effect. A surprising number of submissions that PEP reviews fail to adequately describe the program's basic purposes. It is both easy and trivial to demonstrate that students exposed to a particular curriculum will learn more about that

subject than those who are not. It is not enough to simply document a project's implementation and record its results. The panel must understand what need the program meets.

Worthwhile programs (for example, those featuring curricular enhancements) for which there is no pressing need can strengthen their arguments by demonstrating that students are not otherwise adversely affected—meaning that they lose nothing by their absence from other programs or activities when enrolled in the program. It is always necessary to provide an informed rationale for the overall value of the educational activity under evaluation.

Comparison to Similar Programs. All projects should provide accounts of how their programs operate and make clear distinctions among similar projects. An effective program is based on a clear conceptualization of what the program intends to achieve and how its particular approach succeeds better than other approaches. The program's design should reflect current research findings.

Conversely, submittals that PEP judges to be ineffective often make a simple and avoidable mistake: They fail to investigate how their programs compare to other programs of the same type. Such programs show little evidence of having learned from or built upon the efforts of others in the field. A failure to discuss the program's practical significance indicates to PEP an unfamiliarity with comparable programs in the same field.

It is a common misconception that every program that PEP considers must be innovative, that is, completely different from any other program. In fact, many projects that come before the panel are the result of an innovative approach which began in a local school. Innovation brings both advantages and disadvantages. From the PEP's perspective, innovations may be difficult to evaluate because there is no basis for comparison with similar programs. Also, innovative programs may pose methodological issues due to the confounding influences of local talents and prompt concerns about replicability.

3. Potential for Replication

The program must be transportable to other sites for reasonable costs—in dollars and effort—with the expectation of similar results.

PEP must determine if a program can be implemented at other sites for reasonable costs. It considers evidence of the program's generalizability and its efficiency.

Generalizability is usually measured by the stability of results at the home site or evidence of replication at new sites. An effective project demonstrates its generalizability by gathering comparable evidence across different settings or across several years. PEP is concerned about the context of all experimental sites so that it can determine where the program is likely to work—and work with some staying power. PEP expects

all submissions to identify the range of ages or grade levels, the populations, and the settings within which the program has been tested. The sample used in the evaluation should be adequate in terms of size and representativeness to support the claims.

Efficiency is measured by considering the money, time, and resources that the project requires—which include the demands made on both teachers and students—balanced against the program's results. A critical element of program efficiency is low or reasonable costs. The PEP must weigh a program's impact against the time, effort, or resources which the program requires. Detailed cost information for replication purposes and cost comparisons with competing programs are helpful to the panel. An effective program uses available resources efficiently relative to its results.

Realistic Expectations

No real-life program evaluations are wholly convincing, and rarely are they totally unconvincing. The average submission meets several requirements of the general criteria quite easily and has difficulty addressing the others. The best advice is to remedy as many design problems as possible, often by collecting supporting evidence to complement the basic evaluation design, and to be frank and thoughtful about remaining shortcomings and uncertainties. Ultimately, what makes program evidence convincing depends on (1) the difficulties of achieving the program's goals and (2) the difficulties of measuring the program's results. PEP's expectations are crafted to be both realistic and rigorous. In every case, the panel expects program developers to be aware of the problems—solvable and unsolvable—in their evaluation designs and to demonstrate that every reasonable effort was made to obtain compelling evidence of the program's effectiveness.